

VOLUME 99

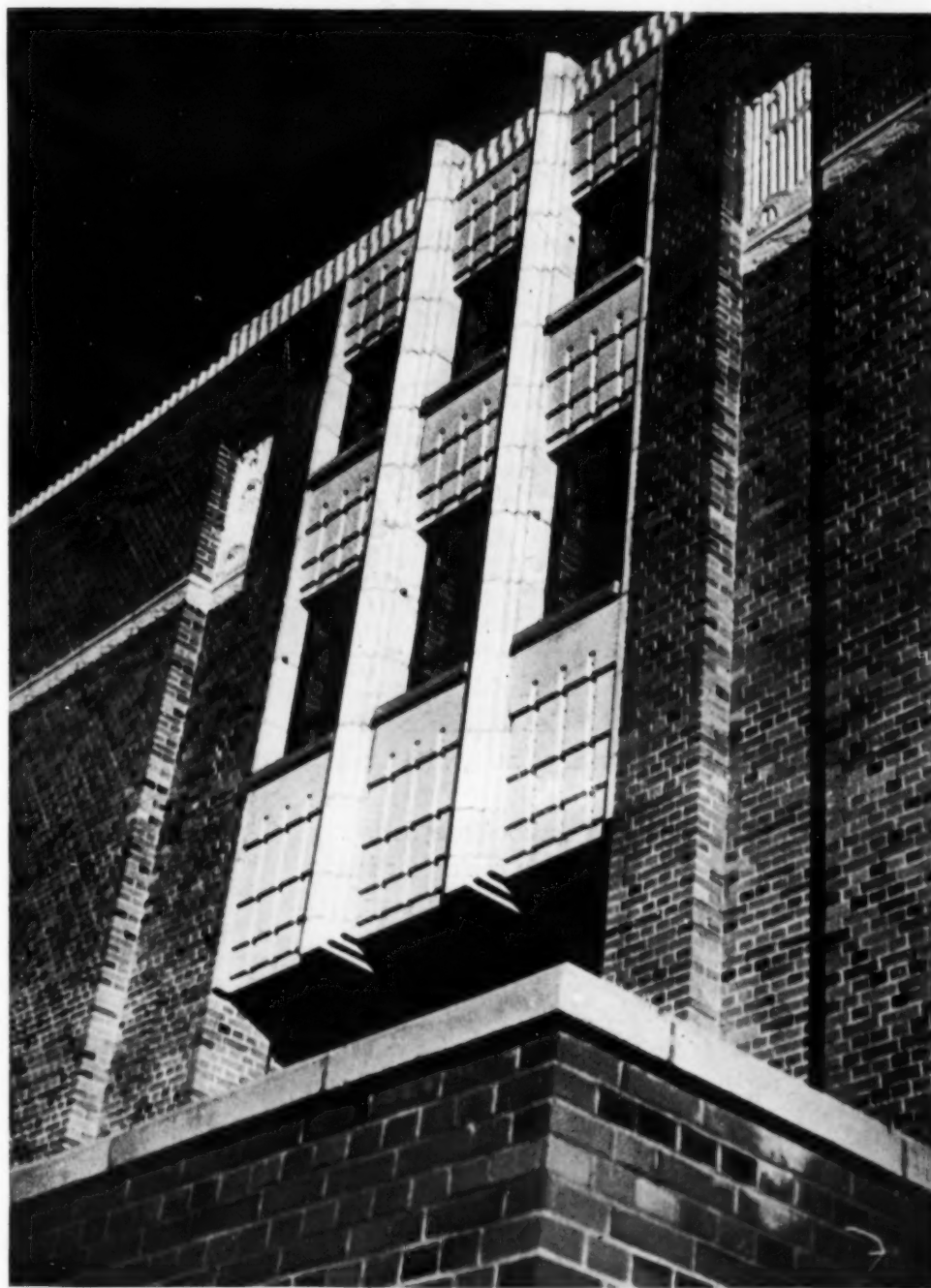
NUMBER 4

OCT 4 1939

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THE AMERICAN School Board Journal

A Periodical of School Administration



OCTOBER, 1939

In This Issue:

**MISTAKEN NOTIONS OF DEMOCRACY IN
SCHOOL ADMINISTRATION** • Kenneth W. McFarland



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Sonny!"*



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OCTOBER,
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Central Office:
66 E. SO. WATER ST.
CHICAGO, ILL.

Eastern Office:
330 WEST 42ND ST.
NEW YORK, N. Y.

A Periodical of School Administration
Published on the first day of the month by
THE BRUCE PUBLISHING COMPANY
540 No. Milwaukee St. Milwaukee, Wisconsin

Pacific Office:
580 MARKET ST.
SAN FRANCISCO, CALIF.

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AMONG OURSELVES

The average reader who is interested in a publication and is impressed with the service it is rendering may or may not give expression to the appreciation of which he is conscious. He may reason that the editor and the publisher are engaged in a chosen vocation and that the compensation which comes to them is expressed in the proverbial dollar mark.

But there is the unusual man who appreciates a service well rendered and is willing to take the trouble to express himself. He realizes that the material compensation in educational journalism is always an exceedingly modest one and that the only real satisfactions of an editor are those which come from a realization of some of the ideals he cherishes and the unselfish helps which his periodical renders.

In the course of a year's time many expressions of appreciation come to the editor's desk. These are laid aside and treasured but are not to be published, first because there are too many of them and second because the reader might see a touch of self-glorification in their publication.

An occasional presentation of a favorable comment is not misplaced, more particularly when the same reflects many similar expressions. Thus, we are prompted to lift a paragraph from a letter recently written by a Southern educator:

"May I say by way of parenthesis that, while passing a great many laws, I would like to see one passed that would require every school-board member to read the AMERICAN SCHOOL BOARD JOURNAL from 'kivver to kivver.' I am not saying this in any flattering way because I feel confident that nothing would add more to the efficiency of school-board members than for them to familiarize themselves with the matter found in your Journal."

An editor who has dedicated much of his active life to the cause of progressive school administration and has seen nearly a half century of service in this field, seeks his compensation in the consciousness that he is adding his mite to the world's work. He simply hopes that it is well performed.

THE EDITOR

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SUBSCRIPTIONS. — In the United States and possessions, \$3.00 per year. In Canada, \$3.50. In foreign countries, \$4.00. Single copies, not more than three months old, 35 cents; more than three months old, 50 cents. Sample copies, 35 cents.

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The contents of this issue are listed in the "Education Index." Member, Audit Bureau of Circulation and Associated Business Papers.

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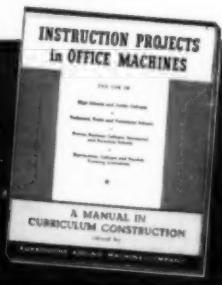
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THE AMERICAN School Board Journal

Volume 99, No. 4

OCTOBER, 1939

Subscription, \$3.00 the Year



"REMEMBER THAT WHAT YOU PLAN TODAY SHOULD SERVE THE SCHOOL
CHILD OF TEN YEARS FROM TODAY!"

Jasper Adopts New Rules and Regulations

F. B. Slobetz¹

Democracy in the administration of smaller school systems tends to present arguments against setting up written bases for the guidance of the board of education and of the professional school executive. Board members find it easy to talk with one another and with school officials, and the business of the board is conveniently carried on in the most informal manner. Much can be said in favor of informality of this sort. It is the essence of democracy in a small group.

As is natural and proper, board members measure the value of any device in school administration, such as a code of rules and regulations, with practical yardsticks. Why have written rules when we are getting along in fine shape? Aren't relationships satisfactory? Such questions confront superintendents of smaller school systems — at least they confronted this superintendent. And it is not enough to answer in terms found in professional books and magazines.

In the particular case of the Jasper, Mo., schools the rules were not developed and adopted overnight. The beginning dates back several years when situations arose suggesting the value of a written procedure as a basis of reference. From time to time other situations arose which helped to point out the practical value of definite rules.

The first effective step in preparing the Jasper rules was made in the form of a brief analysis of the Missouri state school law as this applies to the activities of the Jasper board of education. Members of the board had quite frequently made the point that the school law provides sufficient written background for all school-administrative actions, but the school law is distinctly inconvenient to use and it contains practically nothing about the status of the superintendent and the service which he is to render.

The first part of the Jasper rules contains the concisest possible statements on the organization and procedure of the board of education and is in large part a restatement of the school law.

Section I relates to the qualification, tenure, and selection of members of the board of education and filling vacancies.

Section II relates to the organization of the board after the annual school meeting.

Section III outlines the duties of the officers, particularly of the president, vice-president, secretary, and treasurer.

Section IV states the time and method of holding meetings.

Section V directs the specific procedure under which the meetings are to be held and provides a method of amending the rules and regulations.

¹Superintendent of Schools, Jasper, Mo.

The Practical Administrative Relationships

Article II is particularly significant in that it sets up the working relationships between the board of education and the superintendent of schools. For the several directions in Article II the Jasper schools are indebted to the School Administration Division of the School of Education of the University of Missouri. Doctors W. W. Carpenter, L. G. Townsend, and A. G. Capps are doing inspiring pioneering in the field of school administration and are challenging their students to carry on effectively in their respective communities.²

Article II, which is entitled "The Responsibility of the Board of Education and of the Superintendents of Schools," contains in Section I the basic philosophy of the rules and of the local program of school administration.

Section I. General Relationships

Board of Education
1. Act as a legislative and appraisal body.

2. Appoint a competent superintendent and invest in him all such powers as it may legally delegate to him.

3. Designate the superintendent as the professional leader of the board and the staff.

4. Debate and pass on policies presented by the superintendent or policies originating with the board.

Superintendent
1. Act as chief executive officer of the board and attend all board meetings except those concerning his tenure.

2. Administer the school system in conformity with the approved policies of the board, the rules and regulations of the state department of education, and the state law.

3. Have charge of the administration and supervision of the school system and be the professional leader of the board and the staff.

4. Present to the board such information as is needed in the formation of school policies. Present proposed policies to the board for its deliberation.

Legally, in Missouri, the board of education has three functions: (1) legislative, (2) executive, and (3) appraisal. The executive function, in varying degrees, is delegated to the superintendent. This delegation will depend, as I see it, upon the preparedness of administrators to assume responsibility. In other words, the status of administrators in Missouri depends and will continue to depend upon their competency.

²The Article was adapted from "Powers and Duties of School Boards and School Superintendents" in *Community School Administration*, a study outline, by W. W. Carpenter and L. G. Townsend. The original suggestive code was written by graduate students under the direction of W. W. Carpenter and A. G. Capps.

Functions of Board Recognized

It is our philosophy that, inasmuch as the board is responsible for all three functions, the most minute school detail must eventually have board consideration — through the proper avenues of school administration, of course.

All sections of Article II are set up in parallel columns similar to the statements in Section I above. It will be noted that the respective functions of the board and of the superintendent are clearly stated for all areas of administration pertinent to the local school system. The 21 sections and subject areas are as follows:

Section.

2. School-Board Minutes
3. Rules and Regulations
4. School Organization
5. Appointment and Assignment of Staff
6. Training and Retaining Teachers in Service
7. Salary Scheduling
8. Administration of Substitute Teachers
9. Special Pupil Problems
10. Textbooks
11. Equipment and Supplies
12. Course of Study
13. Library Service
14. Administration of Pupil Promotions
15. Health Service
16. Extracurricular Activities
17. Public-Relations Program
18. Records and Reports
19. The Testing Program
20. The Building Program and Building Problems
21. The Close of School

General Policies Defined

Article III of the rules is entitled "General Policies of the Board of Education." It contains a statement of all matters not readily included in the earlier Articles. Thus, Section I takes up the organization of the school system, particularly the types of schools, the admission of pupils, and the length of the school term. Section II discusses the qualifications, method of election, term and salary payments of the superintendent. Section III, which relates to teachers, begins with the following significant paragraph:

Teachers shall be employed by the board of education upon the nomination or recommendation of the superintendent of schools. In case the first nomination is not approved, he shall make additional recommendations until the recommendation or nomination meets the approval of the board.

Subsequent rules in Section III concerning teachers, relate to the acceptance of appointments, duties of teachers, qualifications, salaries, absences, and professional improvement. Paragraph seven of these rules reads: "It shall be the general policy to continue teachers in service as long as their work is satisfactory."

Section IV relates to the janitors. Section V limits the use of school buildings by outside groups and determines the fees to be paid. Section VI relates to pupils and includes special rules to be observed by pupils. Section VII defines the transportation system and service. Section VIII includes miscellaneous items requiring frequent handling, particularly complaints

(Concluded on page 91)

Some Mistaken Notions of Democracy in School Administration

Kenneth W. McFarland¹

We should be careful not to allow ourselves to be swept off our feet, either by those unduly influenced by foreign experience, and embarked upon a premature crusade for immediate social justice, or by those inadequate in their understanding of the workings of democracy and failing in their love for American ideals.—WILLIAM F. RUSSELL.

For two weeks of the past summer quarter at Stanford University, the writer was privileged to spend two hours each day attending the sessions of the Fourteenth Annual League College of the National League of Teachers Associations. He became personally acquainted with various delegates and found most of them to be well-balanced personalities, fully competent to assume the responsibilities with which their local associations had honored them.

The convention was interesting because of the vigorous discussions which followed every paper. One graduate professor characterized the group as the "discussionest bunch" he had ever seen. But, as is often the case with convention discussions, there was a low correlation between leadership and loquaciousness. Too often those who represented much of the best judgment of the group remained discreetly silent while those who felt they are persecuted in their local situations vented their wrath upon the *status quo* in general. As a result, most visitors to the League College went away feeling that the discussions were based upon the assumption that virtually all board-of-education members and school administrators are not only autocratic and incompetent, but dishonest as well. Rarely was there "a voice in the wilderness" to present the other side.

This tendency to brand administrators, supervisors, and board members as the teachers' public enemies is manifest in the works of various "democracy-in-administration" writers and lecturers who are affiliated with the faculties of numerous schools of education.

This paper is not as balanced a discussion as the writer would provide were he attempting to handle the whole problem of democratic school administration. He has been associated in various ways with dogmatic administrators and would be the last to deny that such a species exists. Certainly he offers no brief in defense of autocratic school officials. He contends, however, that they constitute the relatively small minority.

Although it does not appear that most American school-board members and administrators "stand accused" by their teachers, it is desirable that the evidence for the "defense" be introduced. This

paper represents an attempt to partially cover that evidence.

And finally, it should be made clear that there is no implication intended that teachers should be excluded from the formulation of school policy. This writer heartily endorses the avenues of teacher participation in school administration as set forth in the *Twelfth Yearbook* of the Department of Superintendence and similar suggestions made by accepted writers on school administration. This argument is directed against that noisy minority who would rob boards of education of school control, have the schools administered by committees of teachers or by teacher-elected executives, and generally arouse the schools to substitute labor-union tactics for professional procedures.

False Conceptions of "Democracy" Promulgated by Active Minority

Probably one of the most significant personnel problems confronting the American schools today is an unfortunate generating of "class consciousness" and group antagonisms among school workers. Feeling secure in recently legal tenure and taking a cue from more radical labor agitators, certain groups of schoolworkers are attempting to raise artificial barriers between school administrators and their staffs. This flame has been fanned by a few misguided professors of education who have seen it as another ramification of the popular democracy theme. These academic generals, safe in their "bombproof shelters" far from the scene of battle, keep the army well supplied with new tactics so long as their names appear in sufficiently large-size type upon each published set of orders.

The great majority of workers in American education has been at loss to understand the furor occasioned by this noisy little group who seem more concerned over teachers' rights than children's rights. This spirit is reflected in a statement made last fall by a teacher who had just returned from a state association meeting.² He said:

Somehow I fail to get excited over this amazing discovery, that a few teachers have made, that we are all oppressed and robbed of our rights. I was struck with the fact that most of the people on our organization program were new faces that never appear on the general meeting platform to speak upon problems of school techniques and their underlying philosophies. In the lobby sessions I found most of the teachers were in agreement with me when I stated I was getting a little weary of hearing a little minority group harangue upon problems which the majority never has.

The fact that the "majority never has"

²Quoted from a letter to the writer from one of the teachers in his own organization.

these problems is the most obvious error in the strategy of the professor-generals who remain protected behind the cloistered walls of their respective institutions, collect their writing royalties, and hear one-side reports from their lieutenants corporals, and flunkies in the field. These scholarly gentlemen view the "plan" of a school system as it is charted for administrative purposes and are aghast at the "lines of authority" which "flow" from the people, through the board of education and the superintendent's office, out to the principals and department heads, and finally down to the teachers. Their only apparent reaction is that these awful lines must be erased. If they would but make an extensive firsthand survey, they would find the vividness of these lines greatly diminished in actual practice. Thousands of teachers go happily about their work year after year and are scarcely conscious of the "authority lines." In the meantime, the little group of administration baiters continue to set up their straw men and bowl them over with all the enthusiasm of reality.

As indicated earlier, it would be absurd to contend that there is no autocracy in American school administration. It would be equally erroneous to take the position that all who speak out against the existent autocracy are either uninformed theorists or professional failures railing against an unappreciative society. It is hoped the reader will be considerate and refrain from branding the writer as a "reactionary" because he sets forth a few considerations pertinent to the problem.

This article supports the proposition that the present attempt to achieve democracy for schoolworkers by creating a chasm between teachers and administrators is fundamentally unsound. In support of this viewpoint the following general considerations are set forth:

1. Such autocracy as exists in the American school system's administrative setup is not inherent in the plan itself.

2. The present system provides a sufficient number of checks and balances to prevent autocracy.

3. The welfare of the teaching profession at this critical time demands unity and harmony within the ranks rather than friction and strife.

4. Present-day extremists are injecting a labor-union atmosphere into what should be a professional situation.

5. Administrative power and influence is usually used for the welfare of teachers.

6. The approach of the "democracy extremists" violates the distinguishing principle of American democracy.

¹Superintendent of Schools, Coffeyville, Kans.

Autocracy Not Inherent in Plan

1. *Such autocracy as exists in American school administration is not inherent in the plan itself.* The modern school system is a complex composition of general and special services. It involves the determination of an educational program, the organization and financing of a framework in which to carry out that program, and the important business of public relations — or the selling of the program to the people who pay for it. Obviously, so complex an institution demands centralization of responsibility, and as Elbert Hubbard so well said, "Responsibility without corresponding authority spells *Hell* in italics."

The fact can easily be defended that there must be authority if there is going to be efficiency. Even the most ardent "democracy modernist" would tend to be less "creative" in the classroom if mismanagement and inefficiency at the central office stopped his pay checks in February. There must be efficiency, and efficiency implies authority. The question then becomes: What *form* will the authority take? Are committees of teachers trained for teaching going to increase their responsibilities by adding administrative duties for which they are not trained? Will this guarantee democracy? And will it guarantee efficiency? If it fails, *who* is responsible? The answer: everybody; in other words, nobody.

Fortunately, each new generation does not need to discover for itself all the workable social formulas. One of the significant facts to be gleaned from history is that the crew has never been able to run the ship without the captain and the officers. The abolition of authority has never brought freedom. The great democrat, Thomas Jefferson, is credited with the statement that "there is no slavery quite so complete as that slavery instituted by slaves."

The guarantee of democracy does not come in the *form* of the organization but in the *spirit* of the organization. It is not necessary to replace an autocratic, reactionary administrator with what is believed to be a democratic, liberal committee in order to secure more freedom for the group. There is no assurance that a committee will be less autocratic than an individual. Dean Russell¹ gives an illuminating account of his observation of Russian schools where committees of teachers and students replaced the regularly trained administrators:

In the space of a few months autocracy had displaced democracy and no one realized it. There were not written rules. There were no elected officials. The president of the teachers' union came very near to being the city superintendent of schools, and certain assertive teachers, independent principals of independent units. All sorts of confusion and inefficiency resulted. The general public had no control over the schools. The parents had lost their power. The teachers were

unhappy. Instead of a government of laws, or a government of men fully responsible to the people (the two methods of democracy), there had emerged a government of men responsible to no one, which is the method of autocracy.

Virtually every public-school and college administrator is frequently called upon to use his influence to secure "milder sentences" for students than faculty groups are wont to impose upon them. In support of the following paragraph is offered as Dean Russell's prediction of what would happen if faculty committees replaced college and university administrators.²

If there were full faculty control in many American colleges, and if there were faculty voting upon many perplexing issues of the present, I am convinced (1) that there would be fewer student newspapers, (2) that more students would be expelled, (3) that many professors would no longer be professors. I doubt that there would be either freedom of speech or freedom of teaching.

All that is necessary to remedy an autocratic administrative setup is to change the attitude of the administrators or secure new administrators who already possess the desired attitude.

We have found in America that we could not legislate temperance. We have found in the American schools that making rules does not solve disciplinary problems, build character, nor insure desirable attitudes. Similarly, we cannot instill democracy into school organizations by simply changing the form of the organization. Democracy is a way of life, a system of thought, an attitude.

The fact that the workers in many school systems enjoy the fullest measure of individual security and freedom shows that the less fortunate educators should not be too quick to condemn the system alone for their plight. Social institutions are composites of personalities. When these personalities are socially sound in their thinking the institution succeeds. The method of electing the board of directors, or the titles bestowed upon chief administrative officers are relatively unimportant.

Where autocracy exists in school administration the cause will be found to lie in human failures and attitudes, not in the form of the organization. The rules of the game were devised by the group and are sound. Friction or dissatisfaction does not indicate that a new set of rules are needed; more likely, the need is for a new umpire to interpret the rules.

Its Own Balances

2. *The present system provides its own checks and balances to prevent intolerable autocracy from being continued long.*³

The people of a school district are charged with the responsibility of maintaining a school system. Obviously everybody cannot vote upon all matters of school

policy; consequently, the people delegate these powers to elected members of boards of education. If the people's boards of education pursue policies displeasing to the majority, their policies will be repudiated at the next election. In event a considerable portion of the electorate feels the board's policies too dangerous to be followed until another regular election, recall proceedings can be initiated. This is straight democracy at work and anyone who objects to it has no right to set himself up as a champion of democracy.

It is neither expected nor desirable that board members should be intimately acquainted with the detailed business of managing a school system. Board members may be experts in their own vocation or profession but they cannot be obligated to be proficient in their mastery of the multitude of techniques and knowledges required in modern school administration. For this purpose the board employs a professionally trained administrator who then becomes the *board of education's full-time representative in the school system*. This distinction is an important one. Although the superintendent is a paid agent of the board rather than an elected representative of the people, his responsibility is to execute the large outlines of policy agreed upon by the board which does represent the people. This responsibility identifies the chief administrator more closely with the democratic will of the people than he would be identified if his responsibility were limited to the instruction of a given group within a single classroom.

Thus more democracy is guaranteed under a system which keeps the chief administrator as the agent of the people's representative than could be possible under a plan which permitted teachers to elect him. Under this latter plan the superintendent is no longer the direct agent of the people's representatives, but is elected by other agents of these representatives. This process is so far removed from democracy as to make it difficult to understand how it is possible for certain modern exponents of "democracy" in school administration to incorporate it in their platforms.

It is the superintendent's duty to advise and recommend to the board upon all matters of a professional nature. If these recommendations do not represent the best interests of the school district, there is sure to be resultant dissatisfaction within the electorate. If the recommendations are made without consulting the better judgment of the faculty, there is discord within the school system. Discord brings inefficiency and inefficiency within the schools must inevitably lead to appropriate action by the board, or a new board takes over. Teachers, like all other citizens, may exercise their citizenship rights at the polls. Incidentally, Almack⁴ makes an important distinction in democratic government

¹*Ibid.*, p. 112.

²This paper assumes boards of education to be elected directly by the people and attempts no defense of that small percentage of boards which are appointed.

³William F. Russell, "Democratic Principles in School Administration," *Teachers College Record*, V, 38, p. 11.

⁴Quoted from lecture to class in *Personnel Problems*, Stanford University Summer Session, 1939.

when he says, "A public officer is not obliged to submit to the will of the people while he holds office but is obligated to work for the public good as he sees it."

Thus there is always a two-way check against autocratic school administrators: (1) low morale and inefficiency within the organization, and (2) public dissatisfaction as it may be manifested at the polls. The only argument that can be used against this fact is that the system may "work too slowly." Democracy is always slow. That is part of its genius. Dictatorships have been likened unto a great ocean liner that is perfectly organized and proceeds smoothly across the sea. It is under the command of one man and is a model of efficiency until it strikes a reef and sinks. Democracy, on the other hand, is like a raft — "You can't sink the darned thing but you always have your feet wet." Deliberateness — having "your feet wet" — is the price we pay for unsinkability.

United Strength Needed

3. *United strength is the greatest need of the teaching profession today.* Not in three quarters of a century has public education been under such intense fire from such a variety of sources as it has been in the past decade. Powerful influences which have the welfare of neither teachers nor children at heart are making both subversive and frontal attacks upon the costs of education. Never in our time has there been such need for all schoolworkers to stand shoulder to shoulder in meeting these attacks and preserving the gains for American childhood made through a century and a half of struggle.

When a state of emergency exists it is neither sensible nor democratic to arouse controversies over relatively minor points and reduce the efficiency of all. When the house is on fire is not the time for the firemen to begin arguing among themselves as to the best methods of selecting a departmental chief. If the town is being sacked the police can do something more useful than bicker over the city council's competency to appoint lieutenants. Similarly, certain present-day writers on democracy in education could find more valuable fields for their talents if they had a more comprehensive appreciation of formidable foes which all educational workers should be facing at this hour.

It should be said that this represents no senseless appeal to "loyalty." Little professional significance need be attached to mere loyalties to superior office in school administration. No teacher is bound to be loyal to John Smith because he is the superintendent of schools or president of the board of education. But if John Smith stands for *principles* and *policies* which represent the best interests of the public and its schools, then democracy demands support from his staff. No one teacher can classify such loyalty as being "to the superintendent," or "to the board" any more than it is to the rest of the staff or himself.

A Labor vs. Professional Attitude

4. *The fourth major fallacy in the reasoning of the more radical democracy-in-education enthusiasts comes in their injection of a labor-union atmosphere into what should be a professional situation.*

The writer is thoroughly in sympathy with the general idea of the rights of organized labor. He spent eight summers working for oil companies as a day laborer and is well acquainted with the labor viewpoint. His father is a member of a labor union. He has always stayed in close touch with labor as he is now a school administrator in an industrial community. He has frequently served as speaker for dinner meetings of organized labor groups. This experience and sympathetic viewpoint give him some right to discuss this phase of the "democracy problem" in the schools.

Laboring groups along with other well-defined groups within the social system usually like to think of the schools as constituting an institution which transcends economic and political thinking. They want the schools to operate for all the children of all the people and do not want the schools too closely identified with any one group within the culture. The militant minority within the teaching profession who are agitating for the school people's complete affiliation with organized labor are ignoring this fundamental American tradition. They are agitating for something which if adopted would unnecessarily alienate many other groups from the profession, while the teachers would at the same time be looked upon by labor as an ally of questionable value.

One important goal of school people should be to create a profession. This demands professional techniques. Salary schedules can be determined objectively and scientifically upon the basis of needs. This offers a much more professional and dignified way of settling that important problem than the eternal bickering which follows the use of the faulty bargaining principle. So it is with most other tactics

which teachers would endorse upon complete identification with organized labor. What would be the public's reaction if a group of physicians should strike during an epidemic? The public would be equally harsh with a group of teachers who would forsake its children. The public requires a different standard of its professions than it does of its vocations.

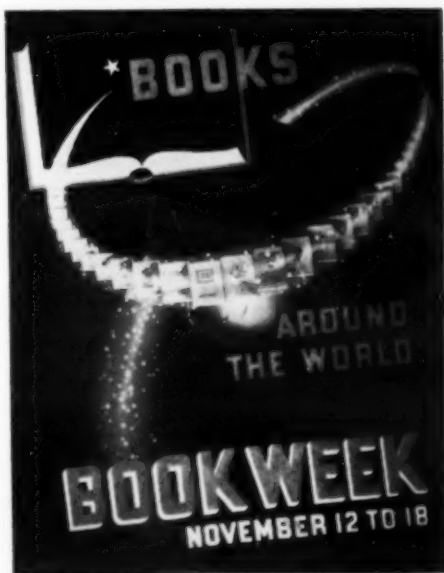
Many competent observers believe the teachers have a medium in the National Education Association which can be made to serve all organizational needs. This organization can give the school people the same united voice that the physicians have in the American Medical Association, without the undemocratic viewpoints to which many medical men object in their association. Such a plan would give the teachers all the advantages of organization and do it in a manner which is dignified and professional.

Confidence and Cooperation Exist

5. *It is a mistake to assume that all administrators who gain the confidence of their boards and come to wield large influence must automatically use that influence to suppress staff personnel.* On the contrary, the front-rank fighters in every advance which the teaching profession has made have consisted largely of administrators. A competent administrator with the support of the teachers and the confidence of the board of education can do more in a single term to advance teacher welfare than a belligerent group of teachers can do in ten years if they are fighting an opposing board on one hand and friction within their own ranks on the other.

From one end of the land to the other will be found countless administrators, supervisors, and board members whose devotion to teacher welfare and success in improving teaching conditions have earned them the confidence and esteem of all their faculty members. But as prevalent as these examples are, such people are totally extinct in the literature of the misguided group who are shouting for the spilling of administrative blood. (Since the "straw men" which most of these writers use in their illustrations are of the bloodless variety, they may find their tactics totally unsuitable when at last they face a flesh-and-blood situation.)

Every administrator of experience has had contacts with groups of teachers who are afflicted with what might be called "convenient ethics." They will rail against a principal's right or ability to "rate" them, but never question their own ability to rate children. Should some irate parent question the teacher's ability in any of these ratings of children, these teachers expect the principal's unqualified support. It is an ethical right. But should the principal assume the same support from the superintendent in his teacher recommendations, this "convenient ethics" group believe the rules should be set aside and the superintendent rally to the support of the teachers.



Several recent observers have commented that the most autocracy yet existent in the American public-school system will be found in the classrooms. It would be foolish to raise a general cry of "autocracy" against the great majority of its teaching force, but the militant few might be reminded of that quaint expression of our fathers: "What's sauce for the goose is sauce for the gander."

6. *The final fallacy which this paper will point out in the tactics and philosophy of the self-styled "democratists" in school administration comes in the fact that their approach violates the real distinguishing keynote of American democracy.*

American democracy has been distinguished from old world democracies in the fact that groups in this country have been divided according to *principles* rather than economics or social customs. In other words, American groups have been separated by perpendicular lines that cut through economic strata and made economic groups represented in both major political parties, etc. In England and other nations which have the democratic form of government, the citizens vote according to horizontal or class lines. In the elections in these democratic countries the laborites are formally opposed to the candidates from other economic and social brackets.

The attempt to submerge the teaching profession completely in one economic group is to completely abandon the first principle of American democracy — that men shall be separated according to *ideas* and not economic *status*. To be sure, many will say this principle has already been abandoned in practice, but such a statement must be based upon a small sampling of evidence and is not sufficiently grounded for the schools to forsake so vital an American principle.

In conclusion, definite swing back is under way against the extreme viewpoints of those who would abolish boards of education, have teacher-elected supervisors and administrators, and otherwise bring about the democratic millennium in school administration. As power becomes increasingly centralized elsewhere in the world Americans are becoming increasingly appreciative of the amount of local control they enjoy in the management of their social institutions, and the real worth of boards of education is beginning to be realized. This appreciation is well stated by the late Superintendent William McAndrew of Chicago, whose unpleasant experiences with a single board did not cause him to condemn the whole plan of school control. Dr. McAndrew wrote:

The school-board member gets the blame when things go wrong; little credit for the success of the schools. The superintendent and the principal are more often mentioned in the papers. Applause at school exercises is mostly for the schoolmaster.

What time and brains the board member gives to his unsalaried service are hidden in uninteresting committee meetings and in routine boredom of board sessions. If he ventures upon oratory there his reward is ridicule. The citizens whom

he represents give him no dinners. If teachers do celebrate him the perfume of gratitude is tainted with an expectation of favors expected afterward.

He doesn't get to know the cream of the teaching force. Those who call on him are mostly the soreheads, whiners. The aid sought from him is too much in the nature of pull for those unable to win their way by merit. If he gets to be known as "the teachers' friend" the public scoffs. He is exposed to the danger of ending his term with a cheaper estimate of teachers and education than when he began.

Politicians expect of him interference of a sort he naturally despises. If he turns them down they revile him; no one acclaims him; he has only the silent applause within himself.

Though he is a trustee of education, every year sees more educational influence taken from him by new laws. He is impelled to turn for satisfaction to the impersonal affairs of board finance, routine contracts, and the placing of tablets in new buildings, or to break monotony by a school fight.

All the same, he is the outstanding figure of a representative government at its best. Thousands of him make the foundation on which public education is built. He sees that teaching has become as special as science as medicine and law. More and more he is keeping his hands off matters that require long study, special training, and skill. He will not, as a person, do what should not be done by a board. He rejects personal appeals by saying that a school committee is like the board of directors of a hospital or of a railroad. Their business is not to perform an operation or to blow the locomotive whistle.

Back of the new and amazing progress of education stands the intelligent American school-board member. Give him a citizens' dinner when he quits and there can be no selfish motive in it. Hand him an engraved testimonial or a *croix de paix*. Name a school for him.

Jealousy is usually the cause of a school-board member's running down a good superintendent. But the root of disparaging your school board or your superior officer is plain dam-foolery.

Hurrah for the Board!

Most of the contenders for the "new freedom" in school administration denounce school boards because they are lacking in their understanding of the details of school management, do not possess sufficient

formal educational credentials themselves, or do not represent the intelligent brackets of society. In the next breath these writers say that boards should not participate in the detailed management of the schools, point out that former teachers with high educational qualifications make poor board members, and call for all classes of society to be represented in school management. If these contradictory arguments seem confusing to the reader, he shall have to call upon the exponents of the new democracy for their clarification; the writer confesses his inability to make them "add up."

In a late book Dr. George Counts states that the typical school board "simply cannot be sufficiently informed to pass judgment on the details of school policy and program." And yet he adds a little later, "Schools are not run to give employment to teachers or to establish the rule of pedagogues."

From the above analysis it is plain that there is only one plan left that will suit Mr. Counts and the "democratists": that is a compromise between layman rule and "pedagog rule." This could be done by providing an elected lay board which would be guided in professional matters by the recommendations of a professionally trained expert. Since such a compromise plan seems to offer the only medium for overcoming both of the extremes against which Mr. Counts warns — it should be encouraging to note that *this is the system we have at the present time*. Its failures, then, are in the "human equation," in attitude, and in the "interpretation of the group rules." Democracy in administration will not be brought about by changing the *form* of things *every place*, but in changing the *attitude toward things in some places*.

The Duties of a School Board

In assuming the office of president of the school board of Independent School District No. 12, Hennepin County, Minn., Mr. Gunnar Ahlquist, chairman of the board, handed each member a copy of the following message outlining Mr. Ahlquist's summary of the duties of school-board members:

To the School-Board Members: The primary function of this board is to represent School District No. 12. We are formed a body politic to carry out the laws of our state, to transact such business as is necessary for the support of our school, and to represent the people. Our foremost aim must be to educate our children. We are in a small way responsible for the growth and development of 250 pupils, equipped with body, mind, and soul.

You shall come here fully informed on all important questions to be voted on. Yet you are to keep your mind open so that you can absorb more information and further reason before passing your final verdict.

Train yourself to exercise your own reasons and convictions. Do not hesitate to vote "No" when you feel or know that it would be better for the district not to have such action passed.

Do not hesitate to ask to have any action deferred on any subject when you feel that

you cannot vote intelligently without further information.

Each member has an equal right to present any business that he feels should be before the board. But no one has any authority, assumed or implied, unless so delegated by action of the board.

We shall adhere to Roberts Rules of Order, Revised Edition, as far as is possible. Should any divided opinion arise, on parliamentary procedure, we shall be guided by Roberts rules.

Before voting on any subject, ask yourself these questions:

Does it aid our children to become better fitted for life?

Does it help teachers to present their subjects more graphically and clearly to the pupils?

Does it promote a wholesome atmosphere and general comfort?

Are materials and equipment to be purchased actually going to aid progress, or will it aid the person selling mostly?

Does it aid the community at large?

The main function of a chairman is to maintain decorum, to assist in the expediting of business in every way compatible with the rights of the members, and to protect the board against delay or dilatory practices.

Review the oath of office.

Educating for Neutrality

C. E. Hagie, Ph.D.¹

Yesterday was the day before the opening of the public schools of our community. It was probably the day before the resumption of the educational process in more than 90 per cent of the schools of the United States. In this part of the country it is customary for superintendents to round up their teachers on the afternoon of Labor Day for the purpose of counting noses and passing along a few general instructions in advance of the "opening of hostilities," or the "educational campaign" as some prefer to think of it.

I have no idea what the thousands of other superintendents talked about at those teachers' meetings being held throughout the length and breadth of the country, but I confined my remarks to the one subject of educating for neutrality in this psychological crisis when 99 per cent of the propagandists in this country are doing their best through newspapers, radio, and governmentally, to lead us to be unneutral in our thinking. If I did not misunderstand what the President said in his broadcast, even he came forward with the suggestion that we could be unneutral in our thinking—while remaining neutral in our acting. You know and I know that everyone else who takes time to think things through knows the unneutral actions are always the direct consequence of partisan thinking.

The remainder of this paper will reflect some of the high lights of what I said to my teachers at our initial meeting of the 1939-40 school year. I am not interested in the success of either side of the conflict. I cannot see that it will make one iota of difference to us which side wins, all the propaganda to the contrary notwithstanding. I do not deny that "western civilization" may be at stake—but only if we allow ourselves to be dragged into the conflict and come out of it too crippled morally, physically, and financially to bear the torch of civilization onward until future generations, springing from the peoples who have suffered most in the senseless strife for power and prestige, have recuperated sufficiently to again cherish its sacred flame.

Everyone who has made as much of a study of the international European situation, as everyone should make before being entrusted with the education of our youth in times like these, must realize that the European controversy is strictly a "family affair" between two groups of international gangsters who are shooting each other in a controversy over the disposal of the loot of the last "gang raid," respectfully designated *The World War*. I realize that this is not the popular version sponsored by the propagandists. I have read the text of every available document

connected with the diplomacy leading up to the World War and carrying through to the Treaty of Versailles, and beyond, and I know that those documents reflect the major blame for starting that war at the doors of France and Russia, leaving "Old Kaiser Bill" looking like a rather third-rate and reluctant international conspirator. But of course twenty-five years after such a major world conflict is entirely too soon for all the truth to find its way into popular acceptance—or even to get into the textbooks of the public schools in any nation that had any part in the writing of the Versailles treaty. For those who may be interested in exploding a lot of popular propaganda and dispelling a lot of misinformation, the documents referred to above make fascinating reading.

We Dislike Dictators

Personally I don't like dictators regardless of whether they live in Europe or Asia or Africa or America, and I haven't any more love for them where their governments bear the title *democracy* than where they call themselves Fascists or

Communists or Nazis or "whatnots." I don't like the way the British have violated their pledge to the Jews in Palestine, or the way the Germans have treated them in Germany, or the way the French rule some of their colonies, or the way a lot of other peoples are doing a lot of other things—but I realize that all these are the other fellow's problems and not ours, and that we would resent others trying to tell us how to handle the Negro problem, the Oriental immigration question, and many other things. I further hope that our friends and enemies alike all over the world will not snoop around in our closets with a view to exposing the old skeletons hidden away following our war with Spain over the sinking of a ship that was almost certainly destroyed by an internal explosion instead of a Spanish bomb, and which we used as an excuse for acquiring the status of "world empire" by force of arms. Likewise I hope they won't examine too critically our relationships with Mexico and Columbia in connection with building our "western empire" and gaining control of two oceans through the Panama Canal.



Douglass Rodger in the San Francisco News

School's Open and History's Popping!

¹Superintendent of Schools, Biwabik, Minn.

Finally, I hope no one will ever think of doing any serious research for international publication into the matter of our whole relationship to the original inhabitants of this continent, and I'm praying that the gods don't send a detective to investigate the real motives back of our entrance into the World War.

The violation of pledges on the part of nations and the men who are in charge of the destinies of the major nations of the earth has become so much the rule that it is truly surprising that entire peoples could be propagandized to the place where they could see only one violation and be hypnotized into completely forgetting all the others. Solemn pledges of all kinds seem to be considered no more than worthless scraps of paper in these uncertain times whether they refer to balancing budgets or the payment of international debt, the respecting of the rights of weaker peoples, or the professions of friendship or alliance. Regardless of what nation, or what the type of government under which they happen to be, it seems that expediency alone is the determining factor as to whether or not pledges will be kept. Probably 90 per cent of our teachers have forgotten that when the armistice of 1918 was proposed Germany insisted upon knowing what would be the basis of the settlement to follow the war, and Woodrow Wilson's "fourteen points" were held up to them as the tangible expression of their complete intentions. Everyone recalls how completely that program was blocked by the turning of England and France against the United States at the conference table—and most students of history know that if it had not been for the bad faith on their part at that time there would not likely be any European disturbances today; no Hitler, no Mussolini, no *totalitarian bloc* for the democracies to worry about. These things have come about as a direct result of the selfishness and greed of European allies in violation of their tacit pledge to Germany in 1918.

Can We Make World Democratic?

Without seeking alibis for either side in the last great conflict, most authorities agree that it is hardly to be expected that any nation shorn of all of its colonies and most of its wealth will not fight to regain whatever it considers necessary to its honorable existence as soon as it finds itself strong enough to have some hope of success—and going back over a period of only six months, it is difficult to discover the logic followed by Britain and France in condoning seizures of Czechoslovakian territory last spring by Poland while at the same time condemning seizures by Germany. It would seem to prove to impartial observers that the present war is the result of the wrong highwayman getting at the loot. We certainly should have discovered by this time that it is fruitless for us to try to *make the world safe for democracy* by any participation we might engage in. If this is the case it behooves us not to get "all het up" over what is going on be-

yond the oceans. As neutrals let us admit at the outset that neither side in the present conflict has all the justice on its own side or is entirely free from selfish interests. No great nation in existence anywhere on earth today can point to a historic background of following the Golden Rule in its relationships with its weaker neighbors, and if its talk today sounds altruistic, it will be evident from a glance behind the curtain that the reason for talking as its leaders do is that they have already acquired all by force that they desire and are primarily interested in holding the loot against the aggressive desire to retake some of it by those from whom it was originally wrested by force. Why should we risk almost certain destruction by playing the monkey that pulls one gangster's chestnuts out of another gangster's fire?

The high-pressure campaigns made by warring nations for the sympathy of neutrals is notoriously misleading. Careful researchers into the matter of the purported atrocities in Belgium during the last war reported no foundation for believing that any wanton savagery had been practiced by the German soldiers. Apparently the stories had been made from "whole cloth" purely for propaganda purposes. In modern warfare there are few large cities that, according to the rules of modern warfare, do not have legitimate objects of attack and destruction within their limits. War materials are being manufactured within their incorporated limits, transportation terminals are located within their bounds, air bases and airplane factories are attached to them, recruiting stations and training camps are frequently located within or near population centers. During the World War even the United States employed women in munitions factories, and I have no doubt that Europe is doing more of it now than we ever did. Is it surprising that women, and sometimes children, are killed in air raids aimed at military objectives? When we read impassioned appeals for sympathy because women and children are being "slaughtered" by enemy air raids on *open towns* or *unfortified cities* in Germany or Poland or England or France, it is pretty safe to assume until we have positive proof to the contrary, that the object of the attack was a "legitimate" military objective and that the report of it was put out in such form as to win the greatest amount of neutral sympathy.

Avoid War Hysteria

Likewise, when reports emanate from the belligerent nations that their merchant and passenger ships are being destroyed by the enemy, they undoubtedly take a great deal of satisfaction in reporting that Americans or other neutrals lost their lives. It would serve their purposes best if lives of neutrals were taken in every marine disaster, for there is nothing like sympathy as a stimulant to the development of *war hysteria*. In evaluating the situation we must not overlook the fact that practically every merchant and passenger ship of the

warring nations have been converted into *auxiliary cruisers* by the mounting of guns on their decks, and that as such they are not entitled to any special immunity from attack under any rule of modern warfare. It is our business as neutrals to recognize the facts and to keep our sympathies within bounds.

One of the greatest tasks we face as educators of tomorrow's citizens is to lead them and teach them and stimulate them to examine and analyze everything that might be in the nature of propaganda, that they may not be deceived by it regardless of how cleverly it may be presented. With Boake Carter finally eliminated from the air and the lesser lights among the keen analysts silenced, we are dependent almost entirely upon a few courageous editorial writers and columnists in the newspapers as expositors of the wholesale propaganda everywhere prevalent. No one knows how long these can hold out against the demands of large advertisers who have the power to put almost any publication out of existence in a short time. If big business demands war, they can again dominate the tone of the press as they did in the World War period. Clear thinking is an absolute necessity to the continued existence of American Democracy as it never has been before in our history, and the public schools are the only agency that can, if they will, prepare our people against the ravages of the propagandist.

REMEDIAL PROGRAM IN THE MOAB, UTAH, SCHOOLS

The department of remedial reading was established in the Moab School of Grand County, Utah, in 1937, and is being conducted under the direction of Miss Ann McDonald, remedial teacher.

The objective was to find the causes of the defects and to determine suitable remedies. Upon giving the required tests, a number of contributing causes were noted, such as defective hearing, defective eyesight, malnutrition, too difficult reading material, and defective speech.

As a practical start of the remedial program, the physical defects were remedied. Suitable and interesting grade-level material was found and utilized. A course in speech correction was provided for these students, some of whom needed only a slight retraining for minor defects. Others with greater defects will continue the speech work until the required standard is attained. In the case of children who have failed to learn to read under ordinary methods of teaching, various approaches are used to create a desire to read.

In the Moab School housing 430 pupils from the first grade through high school, the enrollment in remedial reading and speech correction averages about 65 students, who are given special instruction. At the same time, these pupils are encouraged to continue with their classroom assignments in all other subjects.

In many cases, after intensive personal help on the part of the instructor, these pupils have been enabled to carry on the usual work of their grades. They are happy that they have become independent and contributing members of their classes.

The Working Ways of a County School System

M. J. Robinett and J. B. Shouse¹

Wayne County

Roughly described, the county is a somewhat irregular oblong, with the longer dimension not far from a north-south line. From the southernmost tip of the county, measuring on a due north line, it is 65 miles to the northern boundary. The width, measured on a line at right angles to the major axis at its mid-point, is 28 miles. Area is 517 square miles. Population in 1930 was 31,206, a gain of approximately 5,000 since 1920; assuming a similar gain since 1930, the population is now approximately 35,000, or something less than an average of 70 per square mile. The largest town (Kenova) had a population of 3,680 in 1930; Ceredo with a population of 1,164 in 1930, lies so close to Kenova that the two are known jointly for certain purposes as Ceredo-Kenova. In general, the population is scattered.

To the north of the county lies the Ohio River, with the State of Ohio just beyond. The Chesapeake & Ohio Railroad parallels the Ohio River; at this end the county is only about ten miles wide; a narrow strip along this northern boundary is the only heavily populated area; it is in this strip that the towns of Ceredo and Kenova are found, as well as the village of Kellogg, and a portion of the city of Huntington, the west end of which lies in Wayne County. On the western side the county is bordered by the Big Sandy River, separating West Virginia from Kentucky; this river is followed by the Norfolk & Western Railroad. This western edge of the county is consequently more heavily populated than are interior areas, but less heavily than the northern end.

The terrain of the county is typical of West Virginia. It is a hill region. Watercourses follow the valleys to discharge their gatherings into the Ohio River and the Big Sandy, principally the former. Valleys are farmed, as are also uplands where sufficient level land can be found to make farming profitable. Steep-land farms are common. Agriculture is the chief industry.

The county has been occupied for more than a hundred years. Many family names are met so frequently as to suggest that they have been known in the county for a number of generations. A noticeable feature among school children is the infrequency of the appearance of dark hair, indicating that the population derives

mainly from north European stock. A farming people in a hill country cannot be expected to be wealthy. Many excellent farm homes are observable, but county wealth is low.

The population is scattered as the result of the tendency of early settlers to work their way up the many valleys of the county, into locations often somewhat inaccessible, particularly in winter. For many years this situation made travel a matter of hard labor. In recent years, however, the completion of all-weather roads as WPA projects has had a marked effect in making even remote farms accessible. Still, however, some communities are virtually shut in each winter.

The seat of county government is at Wayne, a town of 675 in 1930. It is the only considerable town to be found in the interior of the county, and lies about twenty miles south of the northern edge of the county. As county seat, Wayne is the center of school administration for the county. The most remote school is 48 miles from the superintendent's office.

The Schools of the County

A five-member board of education elected at large by the electors of the county is the administrative authority, locally. The county board works under regulations established by state law, by the state board of education, and by the state superintendent of free schools. The county board works through its appointee, the county superintendent. The superintendent has as staff one assistant superintendent, a director of transportation, an office force of clerks, garagemen, repair and supply men.

There are five high schools in the county. Two of these are on the Ohio River border; a third is a real rural high school

located in a good farming section not far from the two just mentioned. These three schools are all within a few miles of each other in the populous end of the county. A fourth school is on the Big Sandy side of the county; road conditions prevent it from serving a considerable portion of that edge of the county, however, and another high school is under consideration for that territory. The fifth high school is at the county seat and must serve more than half of the area of the county, a situation particularly important in relation to the problem of transportation of pupils. Of the five high schools now in operation, three are six-year schools; the other two are four-year high schools.

During the school year 1938-39 there were 142 elementary schools in operation within the county. Of this number 93 were one-teacher schools, and 36 were two-teacher schools. This latter item is an interesting one; there are a number of two-teacher schools in the county not located in any village; even some quite remote valleys have a farm population sufficient to necessitate two-room schools, without resort to transportation of pupils.

The school enrollment during the past year was 9,555 and 350 teachers were employed.

The County Unit

Until a few years ago the school law specified a district system of school administration. Each county in West Virginia is divided into magisterial districts, numbering from three to ten. Under the district system each magisterial district constituted a school district, with provision for independent districts also. Under that law Wayne County supported eight school districts. Each district of course had its own board of education; it might or



The Buffalo Valley High School in Wayne County has every modern facility for instruction and administration.

¹The first named writer is superintendent of schools of Wayne County, W. Va. His collaborator in this descriptive account is a member of the faculty at Marshall College, located in a contiguous county. The account itself is an outgrowth of three observational tours in which Mr. Robinett, as host, demonstrated to Mr. Shouse the conditions under which the schools of his county are operating.



The pioneer type of home in Wayne County provides the simplest shelter for the farmer and his family.

might not employ a district superintendent. The county superintendent was elected by popular vote, serving as liaison officer between the state and the district boards, with little direct authority over the schools.

Under the present law there is only one board of education in the county. Even the independent districts were abolished. There is now no such thing as a city school superintendent in West Virginia. The county superintendent and his staff have direct supervision of all schools in the county.

The shift from the old system to the new gave rise to many problems of adjustment. Only now can it be said that the period of transition is past and that the problems of organization and supervision are seen as problems of the county as a whole. To overcome the old local point of view and to think in terms of a county system as a unit has required time, persistence, and adaptability. Whatever may be said as to the effect of the change of system upon the schools of some particular areas, it can be said confidently that the schools of the state as a whole have been gainers through the decision to effect a larger degree of equalization of school conditions through the larger administrative unit. School support is now a joint responsibility of state and county.

The present superintendent of Wayne County schools is in his fourth year in office. He is a college graduate, and has taken some graduate work. He has spent his entire teaching life in the county, and entered the office with a considerable degree of familiarity with all local conditions, and with wide acquaintance among both teachers and patrons of the county schools. The assistant county superintendent is also a college graduate. The supervisor of transportation was formerly principal of a school in the county. All high-school principals have master's degrees; all high schools are accredited by the North Central Association.

The Transportation of Pupils

Illustrative of the problems that have needed attack on the basis of county-wide operation is transportation. Sixteen school buses were in operation during 1938-39, with an annual mileage of approximately 225,000, or an average daily run of 75 to 80 miles per bus. The longest single trip was 43 miles one way, necessitating a daily ride of 86 miles on the part of some pupils, as an incident in the day's work at high school. On this run the bus picked up its first passengers at 6:30 a.m., and discharged the last ones at about 5:30 in the evening.

As a matter of efficiency it has seemed wise to use the buses of one manufacturer only, thus standardizing repair and service work. A garage is maintained on school property in the town of Wayne, and is operated under the immediate direction of the supervisor of transportation, the mechanics being employees of the board of education. At this garage all types of repair work are done, equipment having been installed to make possible any repairs that could be made in an ordinary commercial garage. At two other points in the county local garages are under contract to serve school buses on minor matters on a flat monthly rate, the agreement being that school buses have first call on the time of garage mechanics.

The manufacturer of the buses used in



The prosperous farm homes in Wayne County have well-equipped houses with all modern conveniences.

the county has been so impressed by the efficiency of the school garage as to desire to obtain the services of the head mechanic, being deterred from doing so only by the danger of losing the bus business of the board of education if he should disrupt the setup.

Buses haul from 35 to 70 pupils each. During the past year between 1,700 and 1,800 pupils were delivered to the schools daily by bus. Transportation cost per pupil was eleven cents per day. In some instances where bus service cannot be provided — on account of local road conditions — small groups of pupils are granted the eleven-cent daily allowance for providing transportation by private means. Bus service will be extended as roads permit.

School Repair and Maintenance

Under a county-unit plan of operation the central office becomes a busy place, and the work it directs must be systematized, instead of being handled informally. Nothing is more evident than that, when the superintendent or assistant superintendent visits a school, the first tendency of most teachers is to abandon whatever work may be in progress in order to submit questions as to supplies, furniture, repairs, etc. This seems good sense — to catch the superintendent while he is on the ground, and before he becomes attentive to other matters. To free his supervisory visits as much as possible from such routine, in favor of attention to instruction, the superintendent must have competent office clerks and maintenance staff. Even that is insufficient. The superintendent is moving in the direction of providing a truck large enough to carry desks, window shades, paint, lumber, etc., this truck to be kept on the road in a systematic patrol of specified routes, manned by a staff competent to repair desks, making new installations where necessary, to fix stoves and pumps, and otherwise to check and improve physical properties.

At the present time water supply is a particularly pressing problem at many schools, water commonly being drawn from shallow wells of the open-top variety. The solution would seem to be in the purchase of a well-drilling outfit, opening new wells where advisable, with good pumps and proper enclosure for all wells.

Supervision of Instruction

Two concrete examples of the supervision of externals of schoolwork have just been cited to make clear the fact that the county-unit plan makes the superintendent's relation to the schools quite different from the relation existing under the old district plan. Then the superintendent's function in respect to such matters was largely advisory; now the initiative and execution both lie within his field of work.

The county superintendent has become the real superintendent of the schools. He has become an officer comparable to the city superintendent of schools, the chief

differences being in the distance between schools and the sizes of the schools that he has to deal with. There is still manifest a willingness on the part of some boards of education to employ, as superintendents of the work of hundreds of teachers, men who would not be regarded by a city board of education as competent to assume so great a responsibility. There is still evident a desire to employ local talent in the superintendency, even when there does not appear to be any available local man with the proper qualifications. But the drafts upon the county superintendent are making clear the need for a more highly talented man than the old situation tolerated. County boards are rapidly becoming concerned about personality, training, and experience of their superintendents. They realize that the superintendent is the key to public relations and the matter of finance for the schools. Probably this need is more evident in respect to supervision of instruction than in respect to supervision of physical properties. For the latter a levelheaded man who is not particularly intimate with educational matters may suffice; for supervision of instruction, however, there is no substitute for understanding of the details of classroom work.

The present state policy calls for at least three supervisory visits by a superintendent to each teacher per year. The superintendent of Wayne County believes that an average of three visits per day is all that can be satisfactorily made, if the superintendent is to observe the work long enough to establish basis for a profitable conference. To call three times upon each of 350 teachers, three calls being made per day, would require 350 working days, twice the available number of school days in the year, or making full-time work for two superintendents. According to the best schedule the superintendent has been able to make, grouping schools as conveniently as possible, 6,000 miles have to be traveled on each round of the schools. To make three rounds of the schools would call for a minimum of 18,000 miles of driving, 9,000 miles for each of two superintendents, or approximately 50 miles per day for each, as an incident in supervisory visiting of schools. The superintendent of Wayne County has found it impossible to maintain the schedule of three visits to each teacher per year, but does maintain a schedule of two annual visits per teacher. This schedule calls for the full-time service of one superintendent, and half time of the other superintendent, to be devoted to supervisory visiting, or an equivalent of such time allowance.

Manifestly, contact with schools must be established and maintained through other means than direct calls to a considerable degree, if the superintendent is to be informed as to current events in the schools. Telephonic communication may be had with the larger schools only. Mails are used freely; teachers call at the administrative offices on Saturdays; the sup-



A typical one-room school in rural Wayne County is adequately heated and ventilated, has electric light, and satisfactory sanitary water and sewage disposal installation.

ply and repair trucks carry messages. Principals of the larger schools are given freedom to supervise their own schools in large part, leaving the superintendents free to devote more time to the smaller schools. During the past year the assistant superintendent gave personal attention to the one-teacher schools; during the preceding year the superintendent looked after those schools, with the assistant superintendent directing the smaller graded schools. Principals of secondary schools have been invited to assist by visiting elementary schools that send them pupils. At the time this is written the superintendent is giving thought to a plan whereby a supervising principal, working directly from the central office, would be assigned to a group of twenty one-room schools.

Various devices are employed for supervision. The superintendent outlines for particular schools the solution of specific problems as their special projects for the year. He then arranges that other teachers have visiting time in which to go to indicated schools to see what is in progress.² The county has been divided into ten zones for conference purposes. Periodically a host school is designated for a particular day; other schools within the zone suspend work for the appointed time, their teachers going to the host school. Here the work is observed, with conferences to follow. On two occasions during the past year schools (once a one-room school, once a two-room school) conducted sessions on Saturday forenoon for demonstration purposes. During the year, the superintendent arranged with a group of college students that they hold conferences with the teacher of a selected rural school, the hope being that there would be mutual advantage in the matter of ideas of what can be achieved in such a school. At the opening of the 1938-39 school year the superintendent issued to all teachers a thirty-page mimeo-

graphed "Guide for Teachers." This was followed by monthly bulletins. Yet, after all that can be done has been done, the superintendent realizes that the work of improving the performances of teachers through supervision is only touched upon in small degree. More time is needed; the shut-in conditions of parts of the county during half of the school year, due to poor roads, is a hampering factor; lack of money with which to provide needed supplies and aids for teachers is a definite handicap.

One Certain School

Within the county may be observed schools wherein the teachers are of a type more common in years now gone, teachers with little training, going through the traditional routine of schoolwork, yet fitting well into the life of the communities in which they have grown up. On the other hand, one will enter rural schools where the atmosphere is entirely different, where teachers have proved adaptable, where rooms are neatly kept, are well decorated, where teaching procedures reflect study of current ideas, and where pupils are proud of their schools and take an earnest part in their improvement.

One such school will be mentioned as an illustration. On an occasion when the writers visited this one-teacher school, they found a college graduate as teacher, a young lady whose home is on a farm in the neighborhood, a young lady with several years of rural teaching to her credit, not all of it in this school. The building itself is a rather aged structure, a typical frame building with windows on both sides. At the door we were met by an eighth-grade girl who greeted us while the teacher continued her work with a group of pupils. The room appeared rather crowded; movable desks were in use, grouped in informal manner so that pupils of a particular grade were seated near each other, but with complete absence of stiff arrangement. The teacher's desk was in a corner so out of the way that it was at once evident that it is a place from which work is conducted, not a place at which it is conducted. Home-built tables and

²Since the above was prepared, the 1938-39 teacher of "one certain school," mentioned later in this paper, has been designated principal for 1939-40 of a group of ten rural schools. These schools will operate Tuesday to Saturday, inclusive, being closed on Monday each week. By holding these schools open on Saturdays the superintendent indicates that he regards them as demonstration centers, subject to observation of teachers of other schools in the county, one day each week.

Can Illinois Set a New Pattern for School Boards?

Herbert B. Mulford¹

The State of Illinois is about to make an effort at establishing a new pattern for school boards. Of striking interest both to educators and to laymen, this school-board movement has its impetus from school boards themselves, but it seems to have the official blessing of Governor Henry Horner and the General Assembly of the state. For at the recent regular session of the legislature an appropriation of \$15,000 was granted to the Illinois Association of School Boards to be used during the next biennium for research, traveling expenses, and publications, by means of which the school boards of the state may take on a new meaning.

This is the first time in the history of American education that a legislature has thus recognized its own arm of education—the governments of the public schools of the state. This appropriation implies very broadly that there is a problem in education in Illinois toward the solution of which the school boards of the state, in association with each other and from their own particular experiences, might make a worthy contribution.

This action presents both a great opportunity and a great challenge to school boards of the state and to their association. The appropriation was openly sought from the legislature by leaders in the school-board movement. Now that it has been granted, these leaders are confronted with the necessity of making good. The great rank and file of citizens will not be looking at their actions, for this is a matter that has not been publicized. Indeed this is the first public comment on the situation. But there are a score of high-pressure groups in Illinois constantly bombarding the General Assembly and the administration to do this or that for education. These people will be highly critical. The legislature itself not only has the right but will exercise the privilege of asking for an accounting in tangible results. If the association cannot show real accomplishments in solving educational problems, it will lose face with the legislature, which, in effect, will say that the school boards were taken at face value but fell down on the job. And most importantly, if real progress is not made, the legislature will not be able to trust the judgment of the association on matters of such great importance as recommending further grants either for the association or for important state educational projects which will take money to accomplish.

¹The writer is a former member and past president of the board of education at Wilmette, Ill.; a past president and a present member of the executive committee of the Tri County School Boards division of the Illinois Association of School Boards.

On the other hand, the opportunity to accomplish much can hardly be exaggerated. The situation in Illinois educationally is marked by much confusion. Hardly has the surface been scratched in the area of many of the most important educational problems, though it should be stated that undeniably the teachers of the state have been at work on these many problems for years and have been showing consistent progress.

Numerous surveys of state commissions and their advisers, organized teachers, and professional and lay reform movements have repeatedly emphasized waste, inefficiency, and poor educational facilities across the whole state. Eliminating in Chicago public schools as a special type of problem for which special legislation is always involved, these are the principal shortcomings indicated in such surveys:

1. There is inadequate state-wide coordination of the public schools. Instead of such an integrated system, there are roughly 12,000 separate systems. To cure this, experts have advocated a state board of education, which, however, became such a political issue in 1937 and 1938 that there was not even a bill presented in the 1939 legislature to establish such a board.

2. Surveys recommended greatly enlarged units of tax assessment and school administrations, and suggested enforced consolidations of thousands of small one-teacher school districts. This problem likewise ran into politics to such a degree that the 1939 legislature refused to consider the establishment even of county commissions merely to study and report on actual needs.

3. State aid recommendations on a minimum basis have been largely met. But even so, Illinois is away down the profession of states which take a major part in school support through direct state aid rather than through local taxation. This financial aspect of education will be a foremost problem for years to come.

4. Illinois works under a system whereby about 4,800 township school trustees hold title to school properties and elect 1,600 township school treasurers to serve as the finance officers of the schools. In many respects this general system makes for duplication of effort and expense. Experts have recommended that serious curtailment of some of this very old machinery be brought about. But this suggestion likewise runs into politics.

These principal criticisms and recommendations have to do almost exclusively with the machinery of education and its valid costs and wastes. Undoubtedly these problems will have to be met in ways satis-

factory to the citizens of the state. But this is only part of the story. Far seeing as teacher organization leaders may have been on some of these matters, the fact remains that the most vigorous pressure groups that constantly knock at the door of the General Assembly are these same teacher groups, backed up now by organized labor and now by other pressure aggregations. And intermingled with the pleas for better education and the sanctity of childhood are the self-interest arguments of teachers for minimum wages, practically life tenure in their positions, and similar social welfare needs. This makes for great confusion among the teachers themselves, who are pretty well split between the Illinois Education Association and the Chicago Teachers' Union, within the ranks of the General Assembly and certainly among many school-board members. The problem here is how to accord social security to teachers that does not foist incompetent teachers on school children. Experts say that 25 per cent of the teachers of the United States have not been adequately trained. Undoubtedly Illinois has its full quota of incompetents. Dr. Luther H. Gulick, who headed the recent inquiry for New York State, says the survey disclosed the teachers to be the most important element in education, but that the professional dead wood should be weeded out and that teachers should be chosen on a competitive basis to discover real competence and not on the basis of "credits for chair-warming hours" at teachers' colleges.

There are several bigger problems than all those previously stated. One of these has to do with the psychology of the learning process. There are various camps among the educators who argue vastly about "progressivism," "essentialism," and the like. It is a very grave question whether a considerable percentage of the nearly 48,000 teachers of Illinois have reasonably solved this problem for themselves. If they have not, they can hardly expect to be perpetuated in their jobs without recourse to evaluating authority which lies with citizens through their school-board representatives.

Surely as fundamental as all others are the questions as to what kind of education the state and local citizenry actually are buying and to whom shall the profession be accountable. Two outstanding authorities have expressed this situation in no unmistaken terms. President Dykstra of the University of Wisconsin said at a teachers' conference at Northwestern University last June that taxes for relief, old-age and unemployment insurance, and good roads were putting up a stiff competition against taxes for education; also that the teaching

profession too long had held their work sacrosanct without accountability. He believes that efficiency and end results in the province of education could be measured just as well as they could be in the area of any other municipal services. Moreover that if the profession did not so measure and account, public schools could not continue even to enjoy the 50 per cent of the all local taxes which they now are receiving.

As to whether the public gets the worth of its money, Professor Gulick's remarks are extremely significant, for one may feel pretty safe in assuming that what was found upon inquiry in New York State would be reasonably typical in Illinois. The press some time ago epitomized his point of view in this quotation:

"America cannot be governed satisfactorily or administered industrially in the days that lie ahead on the basis of the kind of schools 80 per cent of the boys and girls now receive. They have no idea of what work means, what sorts of opportunities there are, how to look for work, or how to

work when they get a job. They are not prepared to be useful citizens or to enter community or home life. Few have any protections against mob hysteria, propaganda, shallow prejudice, or economic gold bricks. Above everything else, the whole curriculum needs reconstruction."

Of course, the immediately foregoing problems constitute about the whole of the problem of education. But all these statements omit entirely the American institution of the school board itself. Educators cling to this institution as a means of "keeping the schools close to the people." In numerous ways they declare this is democracy at work. And yet practically the most important phases of education for which the school board is directly and legally responsible to the children, the taxpayers, and the citizens at large are turned over with little ado to the profession which is under such constant criticism. What of this paradox?

It is altogether probable that the leaders of the Illinois Association of School Boards at the outset will not attempt such far-

reaching conclusions. There are matters of immediate internal organization, finding the most democratic yet efficient ways and means for understanding the major needs of school systems all over the state, and in time giving attention to such details as the recodification of the state school law, and bit by bit correcting procedure that heretofore has made for inefficiency and waste.

Back of this whole movement, however, there must be the eventual sane education of the school board itself. One hardly dares guess at how many board members out of more than 38,000 present incumbents in Illinois treat their jobs as a wholly innocuous and casual pastime, rather than as one of the most important responsibilities that can confront any intelligent citizen in the line of service! It will be in this self-evaluation and self-education that the Illinois Association of School Boards will meet its greatest challenge and greatest opportunity. Can and will it set a pattern for school boards throughout the United States?

The Selection and Training of the School Janitorial Personnel

Joseph R. Kleckner¹

A recent survey of the status of the janitorial personnel in the public schools in New Jersey cities having a population of over 30,000 has disclosed that there is no general policy followed by boards of education for the selection and training of these employees.

Lack of standards for qualifying for janitorial positions are evident. Fifty-four per cent of the janitors now in service have taken no examination whatsoever for their position; only 39 per cent have had a physical examination; and the rest, about 7 per cent, have taken one or more examinations in ventilating, heating, sanitation, mechanical ability, or educational qualifications. In these educational institutions we find that the median janitor has met only the acceptable minimum educational requirements, having left school between the ages of 14 and 15 years after he had completed the first 8 grades. Less than 2 per cent graduated from a four-year high-school course. These and other facts of a similar nature were reported by the janitors which bear out the contention of this paper — that some definite general policy should be adopted by boards of education with regard to the selection and training of the janitorial personnel.

It is often and quite truthfully said that the most important individual about any large school building, aside from the administrator, is the school janitor. Outside of the principal, no other one person has

more influence over the well-being of the inhabitants of the school than has the janitor. It is he upon whom the responsibility falls for heating and ventilating the classrooms, for keeping the building clean, for the care of the all-important toilet facilities, as well as for the general maintenance and care of the building. By precept and example he is in a position to be a potent influence on the habits and attitudes of school children. Furthermore, he is a large factor in the formation of neighborhood opinion as to the school.

Care of Schools is Big Undertaking

The modern school requires probably less labor but more intelligence, knowledge, and skill than was formerly required of the school janitor-engineer. We are spending annually several hundred million dollars for new school buildings and equipment and we have invested in these buildings upward of nine billions of dollars. The maintenance and operation of these plants and the care of costly equipment will affect, in no small degree, the efficiency of our schools.

That custodians should fall far short of the ideal in their practices is to be expected so long as the school employing agency does not take the importance of the school custodian seriously, and does not provide specific janitorial training.

The care, maintenance, and operation of modern and expensive school plants; the need for the improvement of the environ-

mental conditions under which children learn; and the protection of the health of all the occupants of the school building makes it imperative that administrators and school boards assume their full obligation and responsibility, insofar as they are able, to carefully select that type of personnel which will render efficient and effective janitorial service.

The departments of education of the various states should set up definite requirements for qualifying for the school janitorial position. (Until the state departments take action it is the legal right and obligation of the local boards to set up these standards for qualification.) Upon meeting the requirements the accepted candidate might be issued a school janitor's certificate. Three types of certificates might be issued, one for head janitor, one for assistant janitors, and one for janitor-engineers.

Special Training is Valuable

Previous special training for the school custodian should be required of all new entrants into the service, and for all present in-service employees an opportunity should be provided for some form of formal training.

In 1937 courses were offered by five colleges or universities, and through state boards for vocational education in 37 public schools of Arizona and in a total of 32 centers in Alabama, California, Michigan, Kansas, Minnesota, Nebraska, Oklahoma,

¹Teacher in public schools, Moorestown, N. J.

South Dakota, Tennessee, Texas, Utah, and Virginia. Including the colleges and universities mentioned above, training was given in 74 communities in 18 states.

Concerning economy, the University of Minnesota in the prospectus of its summer school for engineers and custodians states that the extent of savings from such schoolings "is indicated by reports which show reductions over a 10-year period as follows: Fuel, 17-47 per cent; boiler repairs, 17 per cent; electric light, 27.6 per cent; water service, 10 per cent; engineering supplies, 32 per cent; and general building maintenance, 30 per cent. The use of the best methods produces results with the least expenditure of labor and materials."

Another type of training is that of apprenticeship. One type of apprenticeship school that can be recognized as being qualified to do the work is that found in one of the larger New Jersey cities. Here, one school of the city is designated by the superintendent of buildings and grounds as a janitor-engineer training school. All apprentices spend from three months to a year in this school before being placed in other schools under experienced head janitor-engineers.

In-Service Training Needed

However, in lieu of spotty training by localities it is suggested that the department of public instruction (or a similar office) of the various states set up an organization for the purpose of providing janitorial training through lectures, extension courses, and short summer courses. Provision should be made for those present in-service employees to attend two-week summer-school courses with full pay. For these employees the expenses to and from the point at which the course is given should be paid by the local boards of education, while board and room should be provided by the state. All prospective employees should agree to attend the summer-school course, at their own expense, and should remain under probation until they have satisfactorily met the requirements of the course.

It is suggested that the state commissioner of education (or like officer) formulate rules and regulations for health examinations and for such other examinations as would cover the necessary subjects relating to the proper care, operation, and maintenance of school buildings, and the work and services of a school janitor as a prerequisite for employment as follows:

All new entrants into the school janitorial office should be required to be examined and approved as in good health by the public-health or school-health officer of the district, and any janitor, without reference to time of employment, might be requested by the superintendent of education, or by the board of education for the district, to submit himself or herself to such physical examination, if there is reason to suspect that such person is suffering from any contagious disease. All such em-

ployees might, at any time, be given such an examination on their own request. A vaccination certificate should be required.

All new entrants should be required to pass an educational achievement test, the passing or qualifying grade to be equivalent to at least the norm of eighth-grade pupils on standardized achievement tests. Other things being equal, or nearly so, preference should be given a high-school graduate who stood well in his class.

All janitors, regardless of date of employment, should pass a written examination on methods of work. This should include the work of ventilating, heating, cleaning, and special work, as well as an examination on school health and sanitation.

All janitor-engineers should pass a written examination on mechanical equipment and principles of operation and effectiveness. This should include questions dealing with such building equipment as furnaces, boilers, heating systems, ventilating systems, motors, pumps, cleaning systems, as well as principles of heating, ventilating, cleaning, and the like. Mechanical-aptitude tests such as the Stenquist test might well be used to advantage in the selection of janitor-engineers. Those persons who have had previous vocational experience in the skilled and semiskilled trades will be valuable to the staff.

New entrants should be adults between the ages of 25 years and 40 years. Only exceptional persons over the age of 40 should be employed as a new entrant into the school janitorial service. It is not held that a man's usefulness is done by the time he has reached the age of 40 but rather that his interest in school janitorial work should have evinced itself long before. This position is not one that should be filled from the ranks of those who are on the vocational decline and who accept the position as one which would not be preferred under other circumstances, nor should the position be regarded as an old-age sinecure. We cannot afford to be sentimentally nor politically minded in the selection of janitors. "Floaters" from one occupation to another should not be employed.

Other things being equal, married men with family responsibilities should be given preference because marriage makes for a more established mode of living, and because of the responsibilities acquired makes for a more settled and definite purpose. Likewise, only those who are socially desirable should be employed as janitors.

Standardized Plan of Employment Suggested

There is little uniformity as to method and to proper authority in making application for positions. All applicants for a janitorial position should be required to make formal application to the board of education, through the superintendent of buildings and grounds or business manager acting as the agent of the board, by the use of a special form. Thereafter, a permanent cumulative janitors' personnel card should be kept up to date and filed in the office of the employing school-business executive. The following data should be recorded on the cumulative record card: Name, home address, telephone number, age, height, weight, sex, race, nationality, citizenship, place of birth, health, physical defects, marital condition, references, education, examination scores, previous vocational experience and training, janitorial training, occupational readings, annual efficiency ratings, building position, line of authority, and so forth. It is obvious that a study of this data may from time to time be used as at least a partial basis for promotion — or dismissals.

At least one female adult should be employed for each building, and where conditions are such that women can profitably be employed for part-time work only, such women should not be the sole support of their families.

In general, janitors are not occupationally minded. They should be encouraged to become members of a state and local janitors' association, the activities of which should be on a high occupational plane. Finally, in order to stabilize the personnel to a greater extent, the janitors should be urged to become members of the state teachers' retirement system.



Board of Education, Shelbyville, Indiana. — Reading from left to right: Harold Buxton (new member), secretary; Leo M. Kinman, treasurer; W. F. Loper, superintendent of schools; Earl F. Hammond (retiring member), ex-president; Mrs. Mabel Monfort, clerk; James Pierce, incoming president.

The Elementary-School Principal's Load

Charles Everand Reeves¹

When schools having more than one teacher were first established, it was found to be desirable to designate one of the older and more experienced teachers, usually a man, as the "principal" teacher. Besides instructing a class, usually a group of the older pupils, the principal teacher was charged with the general management of the school, the co-ordination of the rules and regulations of the several teachers under him, and the support of the other teachers in matters of discipline. The general control of the pupils in and about the schoolhouse and the dealing with difficult cases of classroom discipline referred to him by other teachers was the chief function of the principal teacher. For the increased duties and responsibilities the principal teacher was paid a higher salary than the other members of the staff.

There are still "principal" teachers in some of the smaller elementary schools, now usually designated as teaching principals. On the other hand, there has evolved from the position of principal teacher, the nonteaching principal. This position is now in various stages of development.

The size of building, which determines the number of teachers and pupils to be supervised, often limits the size of the principal's job, the amount of salary that can be paid him, and consequently, the professional quality of the individual who can be engaged for the work. Under the principal teacher, the policy was to construct small school buildings. With the coming of the graded system, the policy was, generally, to construct an eight-room building for elementary-school purposes. In many cities these small buildings are still in use. Unless they have been enlarged or other buildings have been constructed on the same grounds, the schools are too small to warrant the expenditure required for the employment of a nonteaching, professionalized principal. The result is the employment of a poorly paid principal who is poorly qualified for his supervisory and administrative duties. Even with poor service, the cost is excessive.

Some Typical Practices

The problem of the desirable load for a professionally educated and experienced elementary-school principal, is one that is acute in many cities. If capable principals are employed for small schools, the cost is excessive. If low salaries are paid, the result is the employment of a poorly qualified principal who proves to be inefficient in the supervision and administration of his school.

The varying practice in large cities may be illustrated as follows:

City A. The elementary schools in this city range from 1-teacher to 20-teacher schools. The median size is 10 teachers. Schools above 5 teachers have full-time, nonteaching women principals. Those of 5 and fewer teachers have teaching principals. The average salary of nonteaching principals is \$2,235. There are no clerks in the schools.

City B. The elementary schools in this city range from 3-teacher to 25-teacher schools. The median size is 12 teachers. All schools above 4 teachers have full-time, nonteaching men principals. The average salary of principals is \$2,930. About one third of the larger schools have clerks, with a median salary of \$800.

City C. The elementary schools in this city range in size from 15-teacher to 33-teacher schools. The median size is 24 teachers. Two schools are assigned to each elementary-school principal, except in the case of 3 schools. The median number of teachers per principal is 45. The average salary of principals is \$4,245. Each school has a clerk, employed at a salary of \$700.

Summarized, the data for these cities will appear as follows:

	Median Number of Teachers per Principal	Sex of Principals	Average Salary of Principal	Number of Clerks per Principal
City A	10	F	\$2,235	None
City B	12	M	2,930	1/2
City C	45	M	4,245	2

These are wide differences in practice. Which practice is better? Is a better practice possible than that exemplified by any of the three cities? Which practice will furnish the most effective plan for the supervision and administration of the elementary schools? Which practice is most economical?

Here, it is maintained that none of the plans used in these three cities are desirable. The costs per teacher for the supervision and administration of the elementary schools, including clerical service, are in City A, \$223.50; in City B, \$266.50; in City C, \$125.44.

High Costs and Poor Service

The cost for principal's service in Cities A and B is far too great, and the salaries of principals are far too low to secure men and women who are fully qualified by education, experience, and personal characteristics for the supervisory and administrative duties in an elementary school. On the other hand, while the salaries in City C are large enough to attract well-qualified principals, the supervisory and administrative loads are too heavy to permit the principals, even as-

sisted by a clerk in each schoolhouse, to adequately perform their duties. Of the three plans, it is fairly clear, however, that the plan of City C is to be preferred to the plan of either City A or City B—both in consideration of efficiency and economy.

Many cities have proved the fallacy of the notion that it is necessary to have a separate principal for every elementary building, regardless of its size. A city having 62 schools has but 14 principals, or an average of 4.4 schools per principal. Another city having 380 schools has only 107 principals, or an average of 3.6 schools per principal. Other cities have an average of 2 to 3 schools per principal.

What should be the load of a full-time, nonteaching elementary-school principal in order that he may be able to perform his work efficiently? The best opinion seems to be that a principal can adequately supervise and administer a school or schools of 25 to 35 teachers and from 800 to 1,000 pupils. With this load a principal should have a clerk in each school.

A school of 10 or 12 teachers (and many are even smaller) is only part-time work for a properly qualified, nonteaching principal, and no others ought to be employed. The employment of a full-time principal for 10 or 12 teachers is also exceedingly costly, regardless of low salaries that must be paid such principals. This practice either reduces the amount available for teachers' salaries or unjustifiably increases taxes.

Cities A, B, and C, cited above, are following practices that are exactly opposite to those they should follow.

Some Solutions of Problem

City A should group three schools together, in such manner that each group of three schools will have about 30 teachers. Each group should be assigned a properly qualified and capable principal, at an average salary of not less than \$3,500 a year. There should be a full-time or a part-time clerk in each school. The amount of clerical assistance will depend upon the enrollment of the school. Only such women should be employed as principals as will be able to perform the duties required of a principal in three different schools.

City B might well group two of the larger schools and three of the smaller schools into groups and employ one principal for each group. Clerks, on a full-time or a part-time basis, should be employed for each school, the amount of clerical service required being determined by each school's enrollment. An average salary of at least \$3,500 should be paid each principal. Under such a plan, efficiency would be increased at considerable saving in cost.

City C should probably consolidate only the smaller schools in groups of twos. Most of the elementary schools in this city

(Concluded on page 91)

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Why Not Hire Inexperienced Teachers?

Ruth M. Northway¹

Each year hundreds of young graduates of teacher-preparing institutions start out hopefully in search of teaching positions in the elementary schools, only to find that they are ineligible until they have had "two years of successful teaching experience." Indeed, this policy of requiring experience in teaching has become so prevalent among school systems, both small and large, that young graduates are being forced to accept any position which they can obtain in order to meet the experience requirement of reputable school systems. In New York State, according to the Regents Inquiry, 81 per cent of the young graduates in the elementary-school field are getting their first year of teaching experience in one- or two-room schools where experience is not required. It is not uncommon for these young teachers to accept these positions largely as a steppingstone to better positions, without any real interest in rural children, with very little understanding of rural problems, and with resentment of the fact that they must spend a possible two-year period in poorly equipped, unsupervised, isolated districts. It is not surprising therefore, that young teachers question the validity of the assumption of many school executives, that experience improves the quality of teaching.

This article presents several viewpoints which young graduates, as well as many members of teachers' college staffs, feel should be given careful consideration by school systems which have adopted the policy of requiring successful teaching experience as a prerequisite for entrance into local school systems.

Better Graduate Available

1. *The quality of present-day graduates who seek positions in the elementary schools has been considerably improved.*

The teachers' colleges of nearly all states have made great progress in improving their product, through selecting for entrance into the teaching profession only the most capable high-school students. These institutions have come to realize that their chief responsibility is to provide capable teachers for the children of the state rather than to furnish an education for anyone who applies for entrance into a state-supported college. Entrance into most teachers' colleges is based, in general, upon a careful analysis of the scholarship, personality, intelligence, and the physical and mental health of the individual. High schools are cooperating in the endeavor to improve the quality of prospective teachers through the guidance of their interested, capable seniors into the profession of elementary teaching. Where there is in operation a program of selective admissions, such as has been described, most

students whose abilities and interests are unsuited to teaching are eliminated, and thus the success of those who are admitted can be more surely predicted.

It is contended also, that the present preservice program for the preparation of elementary-school teachers provides extended and varied experience in teaching over a four-year period. They contrast this situation with limited teaching experience possible under the one- and two-year program, which existed at an earlier period.

The administrator's attention is also called to the continuous contact which present graduates have had with teaching throughout the period of preparation through directed observation, demonstration, teaching, case-study reports, participation, and responsible teaching. This experience includes all of the elementary grades, in at least three different situations; namely, the laboratory school, the rural district, and a village or city center. Procedure and actual problems arising in these situations are thoroughly analyzed and discussed from a practical point of view. Much of the theory which was formerly placed in notebooks that were rarely used, has been displaced by the evaluation of recommended procedures to practical teaching situations through group discussion. Increased emphasis has been placed upon the development of initiative, self-reliance, and resourcefulness in meeting unforeseen difficulties in the teaching situations, as well as the ability to adapt recommended teaching procedures to the needs and abilities of the particular pupil group.

It will be noted that this program is very different from the methods which characterized the teacher-educating institutions of a decade ago. It may be pointed out, also, that although great care is taken to select desirable candidates for entrance into the teacher-educating institutions, entrance does not guarantee graduation or recommendation for teaching positions. Graduation and placement depend to a large extent upon the ability of the students to meet high standards of scholarship and to demonstrate satisfactory teaching ability. Entrance into teaching is now regarded as a privilege to be attained only by those of proved ability rather than a right to be demanded because teacher education is tax supported.

Experience vs. Quality

2. *"Successful teaching experience" does not always improve the quality of instruction.*

The teaching situation in which the average beginning teacher is forced to secure experience often fails to stimulate professional growth and teaching ability. It is common knowledge that much poor

teaching is found in the small one- and two-room schools in which 81 per cent of the novice teachers of New York State are placed. This condition is due primarily to inadequate facilities and insufficient supervision. Yet, a rural situation is considered by many administrators as a challenge to the ability of the graduate, or as the "testing ground" which insures future success. In reality, however, the discouragement which accompanies the amount of work to be done, and the conflict which often exists between modern educational philosophy and the traditional standards common to these districts, often results in the adoption of whatever procedure proves most expedient, reversion to traditional teaching, mediocrity, and actual incompetency. On the other hand, if capable first-year graduates with their enthusiasm, and their modern concepts of education could be placed in school systems where these qualities are encouraged, many young teachers would not develop inefficient habits which they may always carry over into their future teaching situations. The real tragedy of this situation is that this type of teaching is labeled "successful teaching experience," simply because the teacher has been able to keep her position for two consecutive years, or because of the recommendation of a busy administrative officer whose primary concept of good teaching may be the smooth functioning of the school routine. In the writer's opinion, young graduates may rightfully raise the question of whether two years of successful teaching experience actually improves instruction.

Possible Solutions

3. *At least three possible solutions for the problem may be suggested.*

That an experience requirement provides certain measures of protection for school boards and administrators cannot be ignored. However, if the administrator is sincerely interested in securing capable young teachers who have not been subjected to the dangers inherent in the type of experience under discussion, the following proposals are made:

1. The administrator may request a number of cadet teachers from the nearest teacher-educating institution, for the purpose of observing their work, with the possibility of extending a contract for the next year. Since many teacher-educating institutions do not place cadet teachers in their home towns for practice teaching, the problem of home-town teachers will not be increased. This plan will initiate prospective teachers into the local system, stimulate present experienced teachers, and afford an opportunity to secure a teacher who has demonstrated her ability to deal with the local situation.

2. A plan which is being used increasingly in larger systems is that of the internship period. Such a plan should include:

¹State Normal School, Geneseo, N. Y.



General Exterior View, Mastick School, Alameda, California. — Kent & Hass, Architects, San Francisco, California.

An Activity School Building

The Mastick School, Alameda, California

The Alameda Board of Education has made a real contribution to the educational opportunities of the city of Alameda in the construction of a new-type school building, built with an open court or patio center, with all classrooms, except the kindergarten, facing thereon.

It is a one-story frame building with outside walls of stucco, dash finish carrying a soft buff tint.

Opportunity for out-of-door activities for the several classrooms is afforded by means of the open-air court which provides an area in front of each classroom separated one from the other by a planting space or small garden. These areas consist of a cement terrace, in size 15 ft. by 35 ft., an integral part of the patio which contains a center lawn 26 ft. by 208 ft.

Each classroom has a frontage on the patio constructed largely of glass, affording ample daylight in each room. Lateral windows are placed above the blackboard areas on the outside wall of each room and a door opens outward onto a covered out-of-door corridor — 9 ft., 6 in. wide — running the full building length.

Twenty-six per cent of the wall area of each room is devoted to windows.

Particular attention has been given to interior color schemes. No two adjoining rooms are alike in color, and all are done in soft pastel tints with the woodwork painted in a slightly darker tone to harmonize.

The linoleum floor covering has been chosen with a color looking to the effectiveness of the room color scheme as a



Entrance Detail, Mastick School, Alameda, California.



The kindergarten-primary room in the Mastick School at Alameda, California.

whole. Here is demonstrated that the old way of painting classrooms throughout a school in one monotonous color is most unnecessary and undesirable. Children live in these rooms many hours of the formative years of their lives and they are influenced to an appreciable degree by the harmony or inharmony of the rooms.

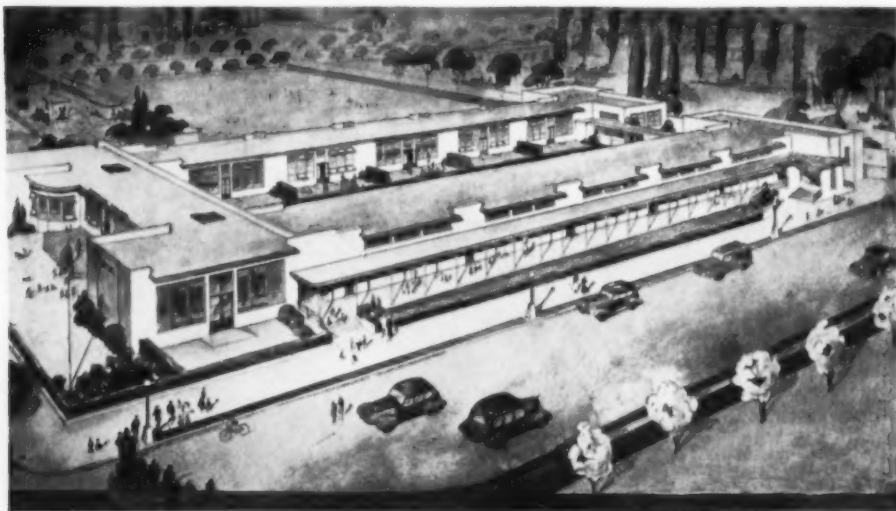
Especially well has the kindergarten

color scheme been carried out. The room consists of a large center room, 24 ft. by 38 ft., and two end bay-window alcove rooms, size 15 ft. by 15 ft. Each of the three sections is finished in a soft gray-green, one end in flesh color and the other in buff, the woodwork varying in each section in a delightful combination of color. The conveniences for the kinder-

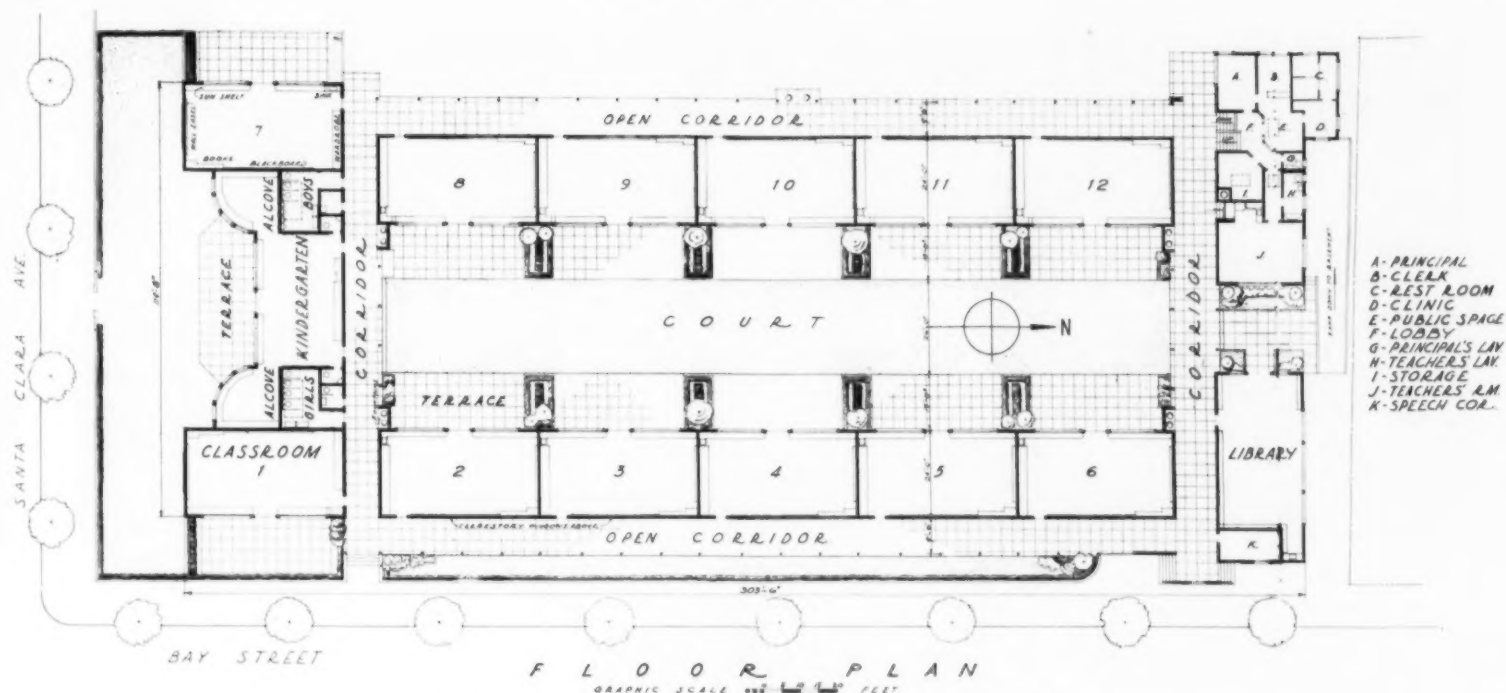
garten children have been carefully thought out, and every care has been taken to provide tables and chairs of suitable size as well as small-size drinking fountains and toilets.

Every classroom contains the following features:

1. Venetian blinds on all glass doors and windows, affording proper light control.
2. Built-in cabinets having dual-control doors wherein ample provision is made for hats and coats with shelf space for packages, lunch boxes, etc.
3. A teacher's locker cabinet adjacent to the above cabinets.
4. An all-metal drainboard, sink, and running water.
5. Electric outlets for heating plates or other electrical equipment.
6. A large sloping pinning wall at one end of the room and a pinning space above the blackboards, each with a cork base.
7. Blackboard areas have been held to a minimum, covering about two thirds the length of one long wall. Genuine slate is used.
8. A large electric clock.
9. A loud-speaker in connection with the school public-address system.
10. Direct fire-alarm system connecting the school to city fire department through the public-address and broadcast system.
11. A metal wall bracket containing an American flag and staff.
12. A thermomotor and thermostat controlling room temperature.



Architect's perspective of the Mastick School, Alameda, California.



Floor Plan, Mustick School, Alameda, California.—Kent & Hass, Architects, San Francisco, California.

13. Inverted semitransparent light fixtures suspended from the ceiling, providing a soft daylight effect for nighttime or dark days.

14. Shelf space below the window line, varied in height in proper relation to the age of each classroom group. The top surface is covered with linoleum of solid color, harmonizing with the color scheme of the room. These shelves provide commodious space for supplies and work material.

15. A heating unit concealed within the shelves with only a metal grill showing flush with the linoleum surface. This heating unit has a major control in the boiler room, assuring uniform temperature in each room.

16. An air-cooling system is provided for summertime by converting the heating unit. A simple reversing of the fans makes this possible.

17. All desks and chairs are movable and are of a size in relation to the age of the classroom group.

The north-end unit consists of a building slightly elevated above the level of the classrooms. It contains the principal's office with windows overlooking the play yard, a business office, teachers' lunchroom, book and supply room, nurse's room and pupil rest room, study room and library, and a soundproof room for audiometer and other special test purposes. The basement rooms in this section are devoted to lavatories, bicycle storage rooms, janitor's room, and boiler and heating equipment.

To be added to this unit the plans provide for an auditorium, a gymnasium, and a parent-teacher room.

Throughout one finds a structure impressive for its simplicity of design and architecture, unique in its values from the practical standpoint, harmonious in its color scheme both inside and out, avoiding the usual fire and earthquake hazards and having economy in construction cost.

The total cost of the building as it stands was \$133,960, of which the Federal Government made a grant of \$32,850.

This building designed by Kent & Hass, architects, was dedicated at a fitting pub-

lic ceremony on March 24, 1939, under the direction of Superintendent of Schools William G. Paden and the following school-board members: Mrs. Alice B. Burke,

M.D.; Donald D. Lum, M.D.; Clarence J. Nobmann, Kenneth C. Smith (recently resigned), and Everett E. Farwell, president.

The Harwich Junior-Senior High School

Charles H. Pratt¹

The Harwich Junior-Senior High School building represents the satisfactory completion of a community enterprise that engaged the school and town authorities for

¹Superintendent of Schools, Harwich, Mass.

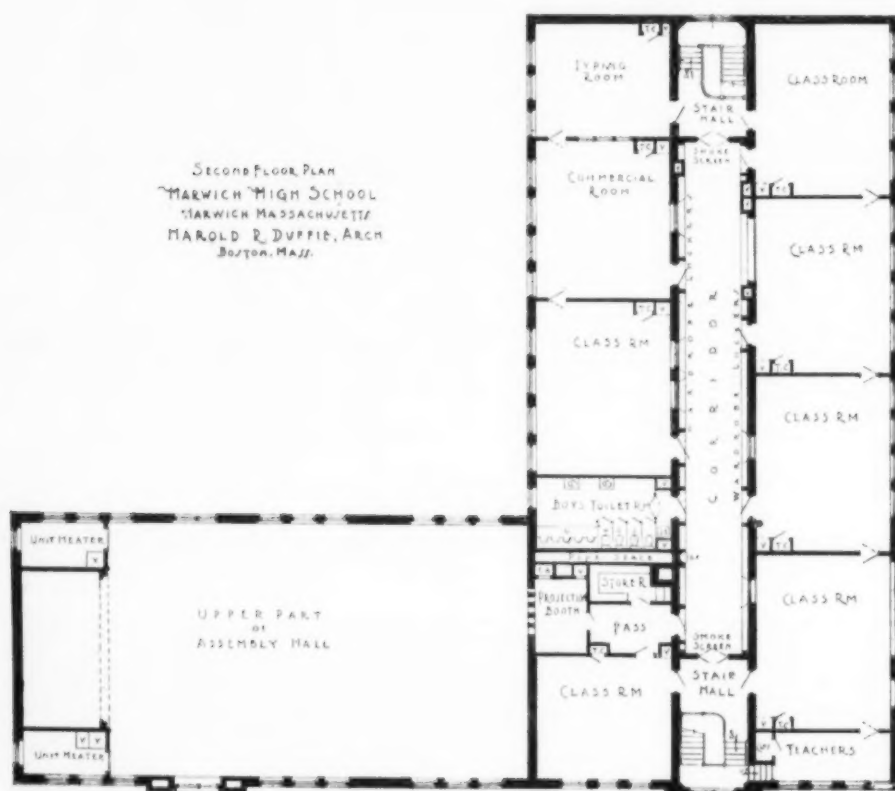
several years. The building which was completed in the fall of 1937, has been in use for more than two years, and the plan and construction can be discussed from the standpoint of the satisfactory service which



The auditorium-gymnasium of the Harwich High School provides the finest assembly room in the town and is used for community as well as school purposes.



Left: the cooking laboratory is arranged on the unit basis and equipped with electric stoves, refrigerator, etc. Right: the chemistry laboratory includes space for lectures.

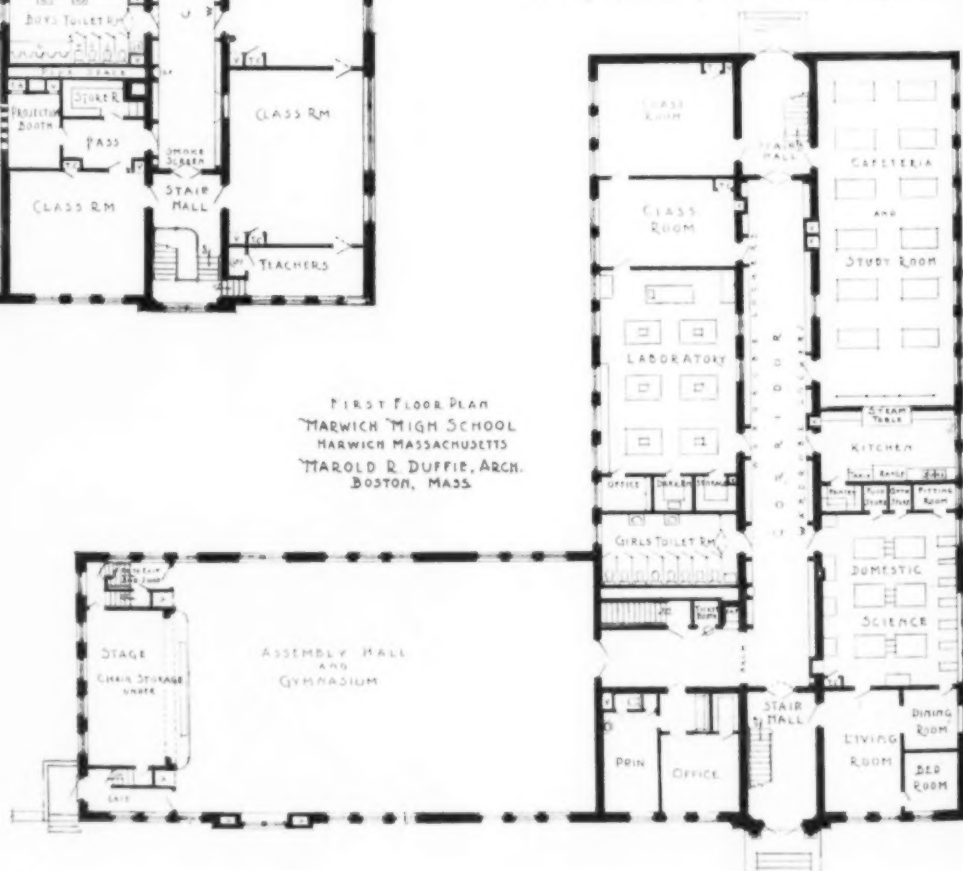


the building has rendered. If there is truth in the saying that "the proof of the pudding is in the eating" then the economy and success of a school building can be judged by the successful use to which it is put under normal school conditions.

The work of the Harwich High School was hampered for a number of years because the original building was too small for its enrollment and provided only space for academic work. The industrial arts, household arts, and in general the health education and the science work of the school were badly hampered. The new building has made it possible to provide not only all of the courses recommended under the Massachusetts state program but a wide variety of activities in vocational education, commerce, physical education, music, etc.

At a town meeting, held February 4, 1936, a motion was carried by a unanimous vote to appropriate \$120,000 for a new high-school building. A building committee of seven, consisting of three members of the school committee, the superintendent of schools, and three citizens experienced in building operations, was appointed. Under a subsequent appropriation, a site of fourteen acres was purchased, at a cost of \$4,700. When the building was nearing completion a final appropriation of \$12,500 was made for the purchase of equipment and for the grading and landscaping of the site. The funds at the disposal of the building committee were thus \$137,500.

As a preliminary to the actual planning





General Exterior View, Harwich High School, Harwich, Massachusetts. — Harold R. Duffie, Architect, Boston, Massachusetts.

of the building, Prof. Herbert Blair, of Boston University, was engaged as consultant. A careful study was made of the entire local situation, particularly of the school population, of a broadened instructional and administrative setup, and of the social and community services which the building might render. The teaching staff, as well as the superintendent of schools and members of the building committee, entered into the study. Mr. Harold R. Duffie, of Boston, was chosen as architect to develop the plans and specifications under the guidance of the building committee and the consultant.

The construction of the building was begun in October, 1936, at a contract price of \$106,607. The community received no federal or other outside assistance. Local funds were used entirely.

The building is in the shape of a letter L, with the classrooms and other instructional areas on both sides of the main corridor. The assembly hall and gymnasium, together with a shop, are in a wing.

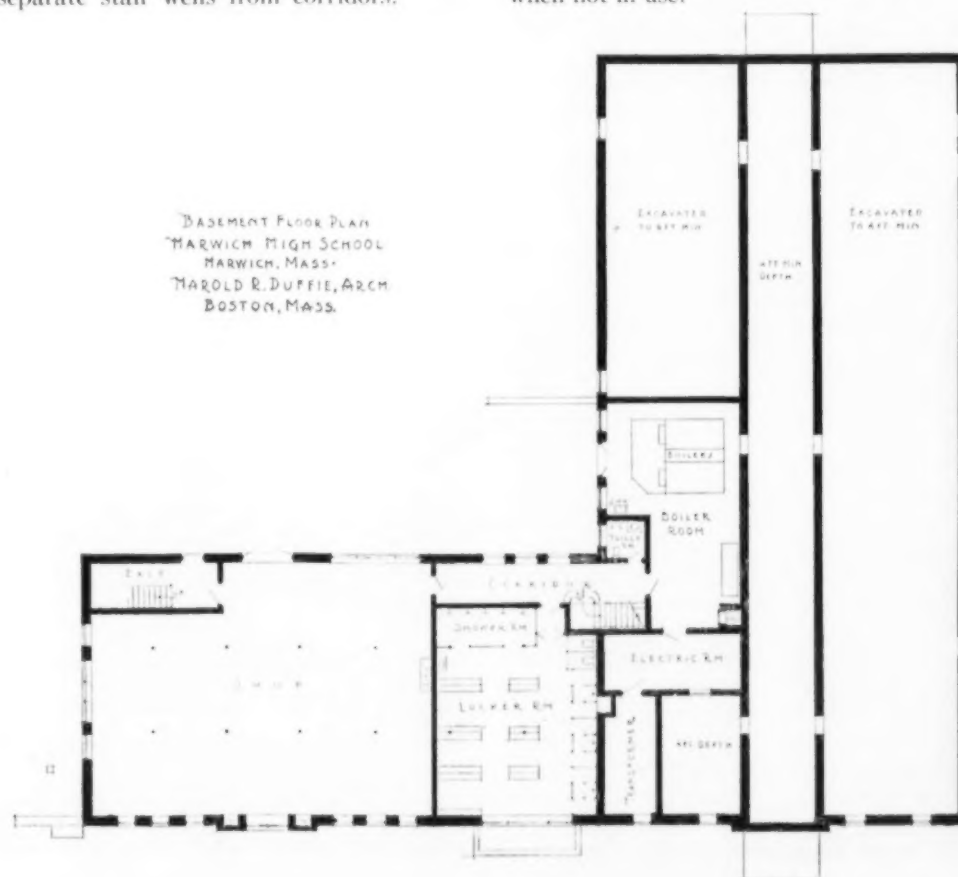
What is considered the front of the building faces south, so that the main corridor runs north and south, and the classrooms have east or west sun at some time of the day. An extension to the building, which may become necessary because of enlarged enrollment or changes in the instructional program, has been taken into account in the plan of the building, and in the mechanical and sanitary services.

The building is designed in a modified Georgian style, and is of Class B construction. The outside walls are of brick and tile, and the exterior trim is Indiana limestone and cast stone. The corridor and

basement walls are cinder blocks. Dividing partitions between classrooms are of wood studs, covered with rock lath and plaster.

The stair wells are built of masonry and have concrete-and-steel stairs. Concrete is also used for the corridor floors. As a further protection kolamein fire doors separate stair wells from corridors.

The gymnasium which measures 41 by 66 ft., has a seating capacity of 450 and is used for both auditorium and gymnasium purposes. It is fitted with folding chairs, storage space for which is provided under the stage. Especially designed trucks are used to convey the chairs and store them when not in use.





Entrance Detail, Harwich High School, Harwich, Massachusetts.

The stage measures 16 by 26 ft., and is equipped with floodlights, footlights, curtain, cyclorama, and picture screen. A fireproof projection booth is located on the second floor of the building, and is fully fitted with projectors and sound-amplifying apparatus. The room is finished with knotty pine wainscoting and buff salt-glazed tile walls. The lights are recessed in the ceiling, and the walls and radiators are both recessed and covered.

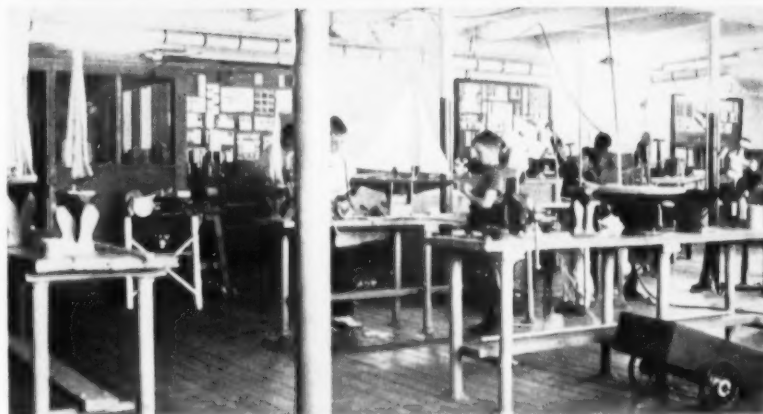
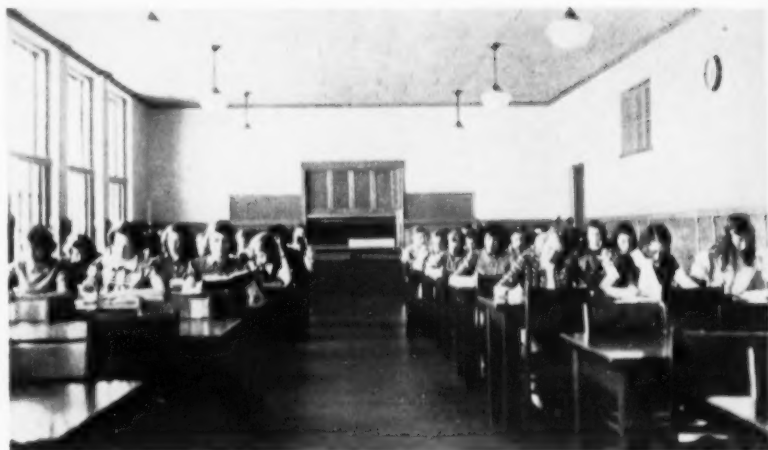
A general shop, measuring 40 by 55 ft., occupies the space below the auditorium. Adjoining it are a complete locker and shower room, planned for alternate use by boys and girls. The shop is fully equipped for woodwork, auto mechanics, sheet-metal work, electrical work, plumbing, and heating. At the rear, the shop is entirely above the ground, and an 8-ft. door is arranged so that automobiles and tractors may be run in for practical repair and test work.

Located on the first floor there is a private office for the principal, a waiting room, and a large office which serves also as a health room. Adjoining the front entrance, on the right, is a housekeeping suite, the living room of which is widely used for extracurricular activities and committee meetings.

The domestic-science room is planned for both cooking and sewing, and is fully equipped with electric stoves, refrigerator, fitting room, etc. A general laboratory, measuring 22 by 33 ft., is equipped and used for general science, physics, chemistry, and biology. It has adjoining it an office

and workroom for the teacher, a darkroom, and a large storeroom. Immediately back of the laboratory are two small recitation rooms. An interesting final room on the first floor is the cafeteria-study hall, planned to seat 96 persons. The adjacent kitchen is so planned that access to it is had only during the lunch hour. Exhaust ventilation is provided so that the kitchen odors are eliminated from the building, and especially from the study room.

On the second floor are located five classrooms, a commercial room, and a typing room. There are on this floor also, a teachers' room, a storeroom, and a boys' toilet.



Top: the study hall and cafeteria. Bottom: the general shop.

The building is heated by a vacuum-steam system, operated by two oil-burning, cast-iron boilers. A complete electric lighting and power equipment are provided. The toilet rooms in the basement on the first and second floors are accessible in central locations, and are equipped with modern heavy-duty fixtures.

The building which was designed for 300 pupils enrolled in grades seven to twelve inclusive, accommodates at present 220 pupils. The staff includes a teaching principal, ten teachers, a woman cook, a full-time janitor, and a half-time cleaner.



Newton High School, Newton, Kansas. — Lorentz Schmidt, Architect, Wichita, Kansas.



A rear view of the Cooper Grade School at Newton, Kansas. — Lorentz Schmidt, Architect, Wichita, Kansas.

Newton Builds One-Story Elementary Schoolhouses

A modern school building represents the use of a vast amount of knowledge and experience taken from fields of human activity which are apparently antagonistic. It applies principles of art which defy exact use and it utilizes a variety of sciences which are accurate in the highest degree. To be successful for modern instructional purposes the plans of school buildings must exemplify numerous principles of school administration and organization and must take into account important aspects of the philosophy of education which govern teachers and determine the outcomes of the teaching processes carried on in the buildings.

Two recently completed school buildings in Newton, Kans., represent most interesting combinations of the principles of building art and science, and of recent developments in American educational organization and practice. The buildings are planned to serve typical residential areas of the city which is a railroad and trading center. Each building is one story high and provides space for a kindergarten and for a conservatively progressive program in grades one to six inclusive. The Cooper grade school contains 9 classrooms, a kindergarten, and a combination auditorium-gymnasium. The McKinley School has, in addition to an auditorium-gymnasium and a kindergarten, 7 standard classrooms. Both buildings have an office

for the principal, a teachers' rest room, storerooms, boys' and girls' toilets, and basement space for the heating and ventilating apparatus.

Both buildings are designed in modified Colonial, developed in red brick of varied shades, with limestone trim, natural slate roofs, and copper flashings, gutters, and downspouts. The windows are of steel and are of the projecting type.

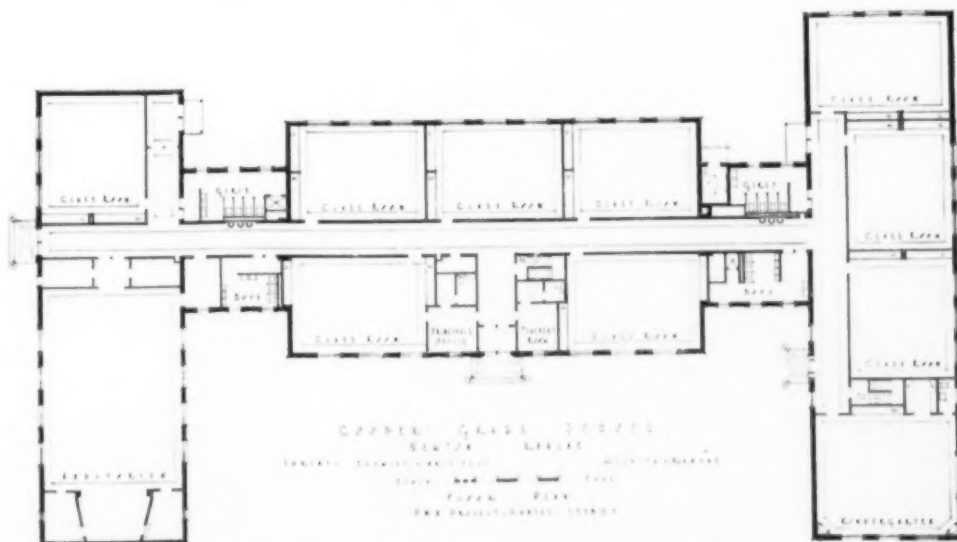
The interior walls are of concrete blocks, and the floors throughout are concrete,

covered with inlaid linoleum in the classrooms, and asphalt tile in the corridors. The classrooms and corridors have hard plaster walls and insulated-board ceilings. The toilet rooms have walls of glazed brick, and the ceilings are of hard plaster.

The buildings are heated by hot-air furnaces which burn gas and which are equipped with motor-driven fans. The temperature in each classroom is automatically controlled.

The buildings have complete electric equipment, with direct-lighting fixtures and utility outlets in all rooms. Electric program clocks and fire-alarm systems have been installed.

The sanitary installation includes heavy-duty porcelain toilets, urinals, and drinking fountains.



Floor Plan, Cooper Grade School, Newton, Kansas.

Staffs of the State Education Departments

Thurlow Scott Robe, M.A.¹

The time has arrived when most state departments of education need to re-examine their reason for being and to create staffs which shall meet their newly conceived purposes. The outlook of a state department, in terms of what it believes its function to be, will determine largely the type of personnel, its organization, and methods of functioning.

To date, the answer to one important question in the organization of state departments has been generally overlooked: In the administration of the schools, what part should be played by the state and what part by the local school units? To answer this question the following three principles seem to be essential:

1. Democratic efficiency
2. Educational efficiency
3. Administrative efficiency

These three principles at once suggest two criteria which will clearly differentiate the state from the local functions. The principle of democratic efficiency and educational efficiency both require that (1) the largest possible amount of responsibility be thrown upon the local community, its board of education, and teaching staff. The principle of administrative efficiency necessitates that (2) the state department of education shall do those things which the local unit cannot. It will set up minimum standards for which it has power to hold the local community responsible; it will stimulate higher than minimum achievements by furnishing services which the local units cannot separately afford; and it will necessarily perform such duties as pertain to the state as a whole. It follows that each of the three principles must be considered in the light of the others and examined as to the process and methods used in their accomplishment, lest method defeat the larger purpose.

The Three Principles of Efficiency

The principle of democratic efficiency requires wide community participation coupled with fixed responsibility. It implies that the educative process be used in dealing with school boards and in community betterment. This would necessitate the placing of the largest possible amount of responsibility for initiative and action upon the local unit and its board. This in turn requires of the state department of education a type of service which will insure the development of competent board members in communities where they were lacking, as well as aid and advise those boards who are interested and responsible but in need of advice and information. This principle of democratic efficiency also requires the wise delegation of powers by boards of education to super-

intendents coupled with the superintendent's responsibility to them for performance. To attain such efficiency, some service of an instructional nature, with weight behind it, needs to be furnished to boards of education, be they either uninformed or recalcitrant. Such service will enhance the position and effectiveness of the local school head instead of leaving him at the mercy of misconceived duties of board members, with its disastrous effects on the school children and community.

The principle of educational efficiency requires that every child be drawn into the thinking and planning educative activity; that each teacher and staff member participate in the development of an educative program; that the community be drawn into the effort cooperatively to make this program. Hence, it follows that the obligation of the state department becomes quite different from the old and prevailing type of inspectorial service. It requires specialized types of supervisory service which can be at the call of local superintendents, communities, boards, and teachers to aid them to analyze and clarify their problems, to plan improvements, and to set up a continuous evaluation process. This consideration places upon the state department of education the responsibility of being an educative agency administered by methods consistent with educative values as well as in accordance with administrative business efficiency.

Lifting the Heavy Local Loads

The third principle, administrative efficiency in the educational field, takes on a meaning different from that commonly demanded by industry. Administrative efficiency requires that the state furnish those services and do those things which the local units cannot afford separately or which pertain to the interests of the state as a whole; that the methods used be such as to give a maximum educational value to what is done.

To render service which local units cannot afford suggests that the state department of education furnish supervisory specialists in various phases of schoolwork and activity: subject field supervisors, child health supervisors, supervisors of community service, and supervisor of school-board service. All these should be available upon request by local superintendents, school boards, and committees.

To do those things which apply to the state as a whole, suggests that the state be charged with the responsibility of setting up minimum standards, encourage and reward attainments above standards; that the state be charged with the continuous study and improvement of curriculums and standards; that it have power to require that those minimum

standards be met while at the same time throwing the responsibility for doing so as largely as possible upon the local unit; that the state be charged with continuous research, compilation of statistical records, administration of state funds, certification and training of teachers, library service, perhaps museums, and any other service vital to the self-help of local agencies.

To obtain the maximum educational value requires that the methods used be such that the state supervisors will get into the field and under the load to lift the local administrators, teachers, boards, communities, and through them the children to new levels of hope and attainment. Instead of a superficial inspection with odious comparisons of what is, there should be a supervisor of educational planning, advising, and evaluating who could go over the problems of the local administrator and staff, examine the local aims and plans, discover obstacles, determine progress made rather than present status and evaluate objectives as well as the progress made in terms of those objectives. From this point, then, let the supervisor aid in replanning or redirecting the educational planning.

Present Staffs of State Departments

The state departments of education as they exist today vary from the comprehensive service of New York with a staff of 119 to that of North Dakota with the very minimum service which is possible with a staff of five members. No thoughtful person can conceive of the educational needs of schools and children as varying so greatly whether their number be large or small. In fact, the needs of children are largely identical, regardless of numbers, except for such needs as are incident to congested areas of population. Types of service, therefore, should be more nearly the same in all states, although the number of personnel necessary would vary with the population.

The several state departments of education are mainly of twentieth century growth. In 1890 most states which had such offices had staffs of one, two, or very few members.² At that time the medium staff size was two and the average 2.9 persons. Their functions were very general or specifically limited. Only four states had officials with specialized duties. Massachusetts had six supervisory agents; Connecticut had a supervisory agent and two attendance agents; Ohio had an inspector of teacher training; and Wisconsin had a high-school inspector. From 1905 until 1925 there was a rapid expansion of both specialized functions and personnel.

²Schrammel, Henry E., *The Organization of State Departments of Education* (Columbus, Ohio: The Ohio State University Press), 1926, p. 64.

¹Ohio State University, Columbus, Ohio.

Table I Staffs of State Departments of Education ¹																				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
States	Administration	Business and Finance	Certification and Teacher Training	Supervision of Instruction													Buildings	Research & Statistics	Others	Totals
				General						Specific										
				General	High Schools	Elementary Schools	Rural Schools	Adult Education	Handicapped	Libraries	Music	Negro	Physical & Health Educ.	Subjects, Classical	Vocational					
1 Alabama	1	3	2	1	2	1					1		3	1	5	2	1		25	
2 Arizona	1	1	1	1															7	
3 Arkansas	2	1	3		1	1	1						1		6	1	1		17	
4 California	6	1	1	1	2			2	2	2			4		7	1	2	4	35	
5 Colorado	2	1	1																4	
6 Connecticut	2	2	1		1	1		1	2	2	1				5	1	1		21	
7 Delaware	1	1	1	4	1	1	6	1	1		4		2		4		1	2	29	
8 Florida	2	1	1	1									1		3	2			11	
9 Georgia	3	1	3	1									2		10	1		1	22	
10 Idaho	2	1	1	1	1										4				10	
11 Illinois	9	1	1	1	1										9	4	4		28	
12 Indiana	3	2	1	1	1	1									6	1	1		16	
13 Iowa	1	2	2	4	1				1						10	1			21	
14 Kansas	1	2	3	1	2			2							3	1	4		14	
15 Kentucky	1	4	1	2	3				3	1	1		1		5	1	1	2	22	
16 Louisiana	2	1	1	1	1	2	3			1	1	2	1		5	1			22	
17 Maine	2			1	1		4								4				13	
18 Maryland	1	1	1	1	3	2							1		5	1			16	
19 Massachusetts	5	9	1	1	1	1		7	1	1			3		7	1	8		44	
20 Michigan	2	1	1												7	1	2	9	23	
21 Minnesota	3	2	5		1	2					4		1		10	1	5		34	
22 Mississippi	3	1	2		1	1							1		8	1	1	1	20	
23 Missouri	2	1	1		5						1				7	1	1		25	
24 Montana	2						2								4				8	
25 Nebraska	2		2		1	1											1		7	
26 Nevada	7														4				11	
27 New Hampshire	3	1			1	1								3	4				13	
28 New Jersey	2	5	3		2	1								3	6	1		1	24	
29 New Mexico	3	2	1	1			1				1				3				12	
30 New York	2	6	5		1	1	5	7	4	5	1		17	19	4	9	26		119	
31 North Carolina	2	3		5	1	1					1	1	2		14	1	1	1	32	
32 North Dakota	2		1	1											1				5	
33 Ohio	4	4	2		3				5	1	1	1	1		7				35	
34 Oklahoma	4	1		1	3	2								1	9	1	1	2	25	
35 Oregon	3	1	1	1				2					1		3				12	
36 Pennsylvania	3	6	5	1	3	2		1	2	1	1		2		7	3	5	4	48	
37 Rhode Island	1			1				1							4				7	
38 South Carolina	1		1		1	1	2	2					2		5	1			16	
39 South Dakota	2		1	1	1										3				8	
40 Tennessee	2	2	1		1					2			2		5	1	2	1	19	
41 Texas	27	2	2	1									2		7	2	5	2	50	
42 Utah	1				1	1	1							1	4				10	
43 Vermont	2		1		1	2					1		1			1	1		10	
44 Virginia	1	1		1	1	2					2		1	1	4	1	1	1	17	
45 Washington	4	2			2	1					1				4	1	1		16	
46 West Virginia	2	1	1		1	2							1		2	1	1	1	12	
47 Wisconsin	3			3	2	2	2		3	2						1	1	1	20	
48 Wyoming	3									2						3			8	
Total	148	58	69	33	54	32	36	25	25	29	9	23	45	72	50	28	53	95	1019	
Number States Having	48	29	34	19	36	22	14	9	10	18	6	15	17	1	43	20	28	29	48	

¹ Office of Education, U.S. Department of Interior, Educational Directory 1937, Bulletin 1937, No. 1, p. 4-20.

Table I. Size and Functions of State Education Department Staffs.

In 1937-38 the state departments of education, as shown in the table, have wide variation in both the number of members and their functions. This table is subject to two unavoidable types of error. In the first place, the titles of some staff members are so general that their duties cannot be classified except under administration or general supervision. In the second place, the duties of the staff members in different states are often combined in overlapping fields covering two or more functions. In these cases the writer's best judgment determined the placement.

The Table Explained

Each heading, listed in the table, includes separately a number of titles of staff members. They are as follows:

Administration as it appears in this table, includes the state director or supervisor, his chief clerical assistants, and his associates or deputies whose duties are not specified by any appropriate titles such that they can be tabulated elsewhere. Where an assistant's duty is stated specifically it is tabulated under the appropriate specific heading, even though he is designated as assistant.

In the case of Illinois and Texas, there are a number of regional supervisors or administrators who seem best classified under this heading.

The heading, **Business and Finance**, includes such staff titles as director of apportionment and budget making; director of accounting and finance; business manager; administrator of school lands; textbook accountant; director of transportation; and auditor of accounts.

The heading, **Certification and Teacher Training**, includes these specific titles: director of certification and licensing of teachers; supervisor of teacher education and teacher-training institutions; supervisor of industrial teacher training; supervisor of agricultural teacher training; and supervisor of university extension teacher training.

The heading, **Research and Statistics**, includes the following titles: supervisor or director of attendance; supervisor of child accounting; director of examinations and tests; director of educational research; director of curriculum research; statistician; and director of school census.

The provision for the handicapped shows recent growth. The heading, **Handicapped**, includes: supervisor of the education of the physically handicapped; supervisor of special classes; supervisor of classes for crippled children; supervisor of schools for the blind; supervisor of schools for the deaf; and supervisor of special education.

Physical Education and Health has a variety

of titles and services included under it: supervisor of physical education; supervisor of sight and hearing; supervisor of oral hygiene; supervisor of heart and lungs; supervisor of physical recreation; supervisor of mental hygiene; supervisor of school nursing; supervisor for the correction of speech defects; supervisor of safety; and supervisor of school medical service.

The **Vocational** staffs include items of service which have been of recent origin. They have resulted partially from federal stimulation and include the following: director of vocational education; supervisor of vocational extension work; supervisor of vocational home economics; supervisor of industry and trades education; supervisor of business and commercial education; and supervisor of vocational rehabilitation.

The heading, **Building**, includes such titles as: architect; supervisor of building; supervisor of schoolhouse planning; supervisor of buildings and grounds; and supervisor of construction.

Under the heading, **Libraries**, we have listed such staff members as: supervisor of the state library; supervisor of library extension service; supervisor of public libraries; and supervisor of school libraries.

Besides the activities enumerated in the table under specific services, those that follow are listed under the heading, **Others**. These are as follows:

Supervisor of high education: California, 1; New York, 2; Texas, 1; Virginia, 1.

Supervisor of junior high school: Minnesota, 1; New York, 1.

Supervisor of primary education: Utah, 1.

Supervisor of art education: Delaware, 1; Pennsylvania, 1.

Supervisor of museums: New York, 8.

Supervisor of visual education: New York, 4; Ohio, 3.

Supervisor of each classical subject field: New York, 7.

Supervisor of radio education: Ohio, 1 (recently discontinued).

Supervisor of industrial service: New York, 2.

Director of archives and history: New York, 3.

Director of teacher placement: Massachusetts, 1; Minnesota, 1.

Educational institution engineer: New York, 1.

Legal adviser or law: Arkansas, 1 part time; Illinois, 1; New York, 2; Pennsylvania, 1 part time.

Supervisor of textbooks and publications: California, 1; Illinois, 1; Kentucky, 2; Michigan, 1; New York, 1; North Carolina, 1; Pennsylvania, 1; Virginia, 1 part time.

Supervisor of professional school qualifying certificates: New York, 1.

Supervisor of school and community organization: Alabama, 1.

Director or secretary of teacher retirement system: California, 1; Illinois, 2; Indiana, 1; Massachusetts, 1; Pennsylvania, 1; Washington, 1.

Director of state printed textbooks: California, 1.

Supervisor of transportation: Delaware, 1; Ohio, 1; Oregon, 1; Pennsylvania, 1 part time.

Director of insurance: Idaho, 1.

Secretary of state board of education, other than the state director ex officio: Kansas, 2; Oklahoma, 1; Tennessee, 1; Vermont, 1; West Virginia, 1.

Secretary of the state textbook commission: Kansas, 1.

Secretary of reading circle and teacher association: Kansas, 1.

Director of reference and service: Massachusetts, 1.

Director of elementary, secondary, and state teachers' colleges: Massachusetts, 1.

Supervisor of education, research, and statistics and interpreter of school law: Massachusetts, 1.

Supervisor of industrial schools, household-arts schools, continuation schools for women and girls: Massachusetts, 1.

Supervisor of class organization and university extension: Massachusetts, 1.

Supervisor of social service to immigrants, Americanization and immigration: Massachusetts, 1.

Director of school-board counseling: Michigan, 4.

Director of athletics: Michigan, 3.

Director of school relations: Michigan, 3.

Supervisor of accrediting graded schools, evening, and Indian schools: Minnesota, 2.

Director of high-school pupil aid: Minnesota, 1.

Supervisor of agricultural high schools and junior colleges: Mississippi, 1.

Supervisor of continuation schools: New Jersey, 1.

Territorial organizer: Ohio, 1.

State geologist: Ohio, 1.

Clinical psychologist and supervisor of schools for exceptional children: Wisconsin, 1.

Two fields of supervisory activity which occur infrequently, are worthy of special mention here.

They are Guidance and Visual Education. Guidance, as tabulated here, includes these titles:

supervisor of vocational guidance; supervisor of guidance; a general term; supervisor of char-

acter education; and supervisor of placement. Visual education includes such services as: supervisor of motion pictures; supervisor of visual education in general; and director of censorship of films.

Newer Services Important

The presentation here of a tabulation summary of the staff employees of the state departments of education does not imply that the author believes that either the number of employees or the frequency with which they occur is a valid rating of their importance. In fact, some newer services which occur only once or appear in only a few states may be of far greater importance educationally than others which generally occur. The table can serve to show regular necessary functional officials, to call attention to services overemphasized or generally neglected, and to reveal new and educationally vital services not yet generally provided by state departments.

With a view to reorganization, surveys already have been made in several states.³ Of these, the New Jersey survey has developed a comprehensive plan on a functional basis. It outlines briefly five divisions as follows:

1. Law, which (a) studies and interprets the law to school officials; (b) adjusts disputes among officials and districts; (c) gives continuous study to the law and its application to the accomplishment of the educational purposes of the people.
2. Instruction, which includes (a) building curriculums experimentally and cooperatively with the teachers; and (b) all areas and subjects of the schools, and phases of the curriculum.
3. School Organization, which includes (a) supervision; (b) certification; (c) professional schools; (d) professional libraries.
4. School Plant, which includes (a) advisory service on type of plant; (b) establishment of a building code; (c) approval of specifications; (d) recommendations for standards of equipment.
5. Finance, which includes (a) a uniform system of accounting, and instruction service in the field to aid boards of education; (b) information to boards on building, on forms, on methods of publicity; (c) audit of accounts; (d) keeping the public informed as to costs and purposes of the schools.

This plan has moved rightly in the direction of more helpful and stimulating service to community, boards, and teachers and acts through them. Thus, in part at least, it meets the first of our two criteria.

Developments Significant to Reorganization

Recent advances in education itself, research and invention, increased recognition of state responsibility and economic stringency, all necessitate a reconsideration of the functions of state departments of education together with such reorganiza-

tion as will best perform those functions. Old and new services require scrutiny on the basis of administrative value and the needs of pupils, teachers, boards of education, and the public in carrying forward the one purpose, better education for the children, and perhaps for adults.

To insure regular attendance of children, to insure their alertness, their cheerfulness of disposition and emotional balance, to promote their success and confidence, to overcome their personal limitations and deficiencies and difficulties, to insure each district its full share of state funds, there is no single item of so great importance as an adequate program of health education and service. In this field no state but New York has approached an adequate program. It has the following areas of health supervision and service: sight and hearing, oral hygiene, heart and lungs, physical recreation, mental hygiene, school nursing, correction of defects, safety, and school medical service. If we consider honestly the present interests of our children, their educational advancement, their future happiness, and the up-building of a self-supporting citizenry, there are none of these services that we should be without.

Another significant field of educational service recently begun is the supplying of visual materials. These are too expensive for small school systems to afford, and should be furnished by the state. The economy of time of children and teachers, the proven superior effectiveness over purely verbal instruction, the broadly increased range of instruction possible with visual instruments and many impossible without them, the increased accuracy of impression and knowledge by use of visualizable materials, all are irrefutable evidence of the value and effectiveness of visual education. The use and abuse of visual advertisements to inform, entice, and even to deceive is evidence sufficient to convince the most skeptical and hesitant of the value of this teaching method. The time required for instruction, in some fields, might be reduced as greatly as the binder reduced the time of wheat cutting over that required by the cradle or the time saved by substituting the combine for the binder. Ohio and New York lead in this field.

Another desirable function which the state department should perform for the benefit of many local districts, counties, small- and even medium-size cities which they cannot furnish for themselves, is specialized supervisory service for the improvement of instruction. These services may well cover such fields as classical subjects, art, music, primary, and other levels of education. Such supervisors should be provided, not as inspectors but as planners, advisers, and helpers to local superintendents upon request. As previously stated, New York seems to be the only state which has covered all subject fields. Utah, alone, has a primary supervisor.

Because an adequate supply of appropriate books is necessary to educational

self-development at every level of instruction, because most small communities lack an adequate supply and because the circulation of books is much cheaper than separate ownership of them, the state ownership and control of school libraries in the hands of the state department of education is recommended. This plan will insure the co-ordination of the school library and methods with the aims and methods of the educational program.

Recommend School-Board Service

Consistent with the principle of democratic efficiency, the improvement of local communities and boards of education should be one of the chief aims of the state department of education. To this end an adequate force should be maintained to render community service, give advice and service to boards of education on building planning, legal advice, information on best administrative practices, and to school them in the duties and responsibilities of their offices. Alabama is the only state which has a director of community organization. Michigan has four directors of school-board counseling. A dozen states furnish some amount of service on school building. New York has the most complete legal department. There is a need for a specialist in school law as many prosecuting attorneys and local school-board lawyers are not sufficiently versed in school laws to give prompt and adequate advice to boards of education. Prompt, expert service could thus be rendered economically.

In these days of unemployment, maladjustment, with difficulty of placement in an intricate maze of jobs and with the expense incident to placement in other localities difficult or impossible to pay, it is becoming more and more urgent that the schools furnish guidance and placement service to the student as he advances toward the age of employment. One state only, Georgia, has a placement service. One state, New York, has a vocational-guidance supervisor, and one state, Vermont, has a part-time service in guidance. The lack of such service to our youth today in our complicated industrial society results in much bewilderment, loss of time, misplacement, and frustration.

Radio education has been tried in Ohio under the state department of education but has been eliminated in an economy movement of the General Assembly. It has been partially continued by the Ohio State University. This field has great promise for adult education in university-extension service, and hence deserves to be recognized in the state department of education or in the university by a field organizer and director of programs.

Adult education is another growing and increasingly necessary area of service. To meet the continually advancing levels of efficiency and to re-educate those replaced by technological advancement, adult education and continuation schools will likely become a permanent program. Although

(Concluded on page 87)

³Deffenbaugh, W. S., *The State Superintendent's Staff*, Bulletin 1930, No. 35, Office of Education, U. S. Department of Interior, pp. 12, 13.

Elements in a Remedial-Reading Program

Emmett A. Betts, Ph.D.¹

ELEMENT 2. THE LEARNER

A significant finding regarding the character of the retarded reader population is that boys comprise from 60 to 80 per cent of it. This finding has several implications. In the first place, there is a need for able men on the instructional staffs of elementary schools. Second, stories of doll houses and other feminine interests might well be replaced by stories of boats, trains, airplanes, science experiments, magic, and kindred items. Third, the language ability of boys may not develop at the same rate as that of girls, requiring painstaking attention to the developmental needs of boys. Fourth, when attempts are made to enrich the school curriculum, emphasis should be placed on music, art and crafts, science, physical education, and other activities which have immediate and future values in the vocational and recreational life of both the boy and the girl. Fifth, girls use reading for recreational purposes more than boys do (2, p. 700).

A retarded pupil is pedagogically ill; therefore, it is necessary for the teacher to make operative all of her common-sense knowledge of the principles of mental hygiene and mental health by helping the pupil define his problem, building his confidence in the teacher, causing the reading to be purposeful, making him aware of small increments of growth, and developing his self-assurance through growth in reading power. It should always be remembered that a drowning man or a retarded reader doesn't want sympathy; he needs and wants help. The changing of learner attitude and the development of a desirable emotional well-being is fundamental in remedial learning, for the successful learner must have attitudes of approach and of reading for meaning and personal satisfaction (2, p. 736).

ELEMENT 3. THE MATERIALS OF READING

In addition to other items needing evaluation in the selection of materials for retarded readers, interest, size of type, and difficulty should receive consideration. Since the attitudes of children with learning difficulties require major emphasis, it would necessarily follow that those children should be approached through their specific interests.

Size of type — modified by such factors as spacing, length of line, and type face — is an important element in a reading situation for children with visual and eye-co-ordination difficulties, some children profiting from the use of 24-point type.

Difficulty of materials is conditioned by the vocabulary burden, sentence structure, and complexity of concepts involved. It, therefore, is important that materials be evaluated in addition to the attitude, capacity, and ability of the learner.

It is within the realm of probability that the ideal procedure is to improve reading and study habits in each field of activity at the upper grade level. This, at least, would be the "reading to learn" approach to the problems which are knocking at every teacher's door. Since most of our professional endeavors are compromises between ideals and the actuality of local situations, it appears also to be most desirable for the "schedulers" to arrange one or two periods per week of systematic instruction for the development of desirable reading and study habits. This procedure should probably be continued until that time in the distant future when the ideal may be reached. In the meantime, there is a need for a planned program of action and a "soft pedaling" of verbose theorizing. If schools are to serve the needs of learners, this phase of instruction cannot be neglected.

Whipple's *How to Study Effectively*, first published in 1916 (revised, 1934) was designed for use by students. Frank McMurray's professional book, *How to Study*, was published in 1909. Hovious' *Following Printed Trails* and Broening and others *Reading for Skill*, textbooks for students, appeared in 1936. Consumable workbook materials, such as Salisbury's *Better Work Habits* and McCall, Cook, and Norvell's *Experiments in Reading* are well known. In

view of the availability of these and other equally worth-while materials, it is reasonably irrefutable to state that materials for the systematic instruction of secondary-school students for the purpose of causing them to be literate regarding the reading process and of building serviceable reading and study habits already are available (2, pp. 701, 734, 736, 738).

The first step in the development of a remedial program is the definition of the learner's needs — physical, mental, and emotional. This is a truism often violated; therefore, it needs restatement in a variety of ways ending in classroom translation. If this one principle — begin instruction with the learner — were followed, a great many of the common difficulties in reading could be removed by the classroom teacher. Frequently, it is not only necessary to find the general level of reading achievement but also to "undercut" this. For example, if a fourth-grade pupil with about second-grade reading ability has a difficulty characterized by word calling, low comprehension, failure to interpret punctuation, inadequate word-perception habits, and a strained, high-pitched voice, a more profitable procedure may be to "undercut" by using preprimer or primer materials until he has developed an adequate stock of meaningful sight words, an attitude of reading for meaning, a feeling of power and enjoyment, the ability to phrase, and the habit of reading in a conversational tone. No one would attempt to teach a beginner to waltz with rubber boots on; likewise, a child cannot be expected to acquire rhythmical and understanding habits of



"Eager to Read" — A first-grade class in the public schools of Oswego, New York. Photograph, courtesy of Dr. Frederick Leighton.

¹In the first half of this paper, which appeared in the September Journal, the teaching element was discussed. Dr. Betts is Research Professor and Director of the Reading Clinic, Pennsylvania State College.

reading when "struggling" with mechanical or content difficulties. Remedial instruction begins with the first attempt to analyze the learner's difficulties (2, p. 736).

ELEMENT 4. PROCEDURES

It is urgent that a critical attitude regarding the extent to which schools are in actuality public schools (i.e., serving the needs of the students in terms of preparing them for life) should be focused upon both the elementary and secondary schools which too frequently are designed for the instruction of the average one third in a subject matter which invites critical inquiry. Because the first-teaching program has dealt with a content open to doubt but presented with overassurance and has been paced by the average, maintenance teaching necessarily has loomed large, and remedial programs have been spotlighted, giving such work a disproportionate emphasis. Pedagogically speaking first learning is all important because prevention calls for adequate first learning; maintenance learning is complementary to first learning; and remedial programs are based on first-teaching techniques. In short, bridging the gap which lies between pupil capacity and pupil ability or achievement requires appraisal of first learning (2, p. 698).

ELEMENT 5. SCHOOL POLICIES

From 8 to 40 per cent of first-grade pupils fail to be promoted. Data appear to vary according to entrance, promotion, and classification policies, types of reading programs, the character of the population, the preparation of teachers, and similar factors. The Minneapolis school teachers have boldly faced the facts and have initiated a program pertinent to these issues which is worthy of study (5, p. 143).

It is a curious fact that children are admitted to the first grade upon the basis of their chronological ages and promoted upon the basis of their ability to achieve in reading. It also appears incongruous to observe that we become concerned that under such conditions failures, costly in pupil attitudes as well as in terms of social economy, result and remedial work becomes the first order of the land. In order to meet this situation, two approaches are being made:

a) Admission to first grade on the basis of readiness for the reading program in question and promotion to the second grade on the basis of reading achievement.

b) Admission to first grade on the basis of chronological age and promotion on same basis, which involves grouping within the room in terms of pupil abilities and interests (10, p. 143).

School policies—especially those dealing with in-service preparation of teachers, control of instructional materials, admission standards, promotion, pupil classification, and curriculums—constitute a significant element in a remedial reading program. Admission of children to the typical first grade at four and one-half or five years of age in order to obtain state aid, regulations which rule out teacher judgment on the use of instructional materials, disproportionate emphasis on the grade classification of children, double standards of promotion, primary classes of forty pupils each, employment of teachers without adequate professional preparation or capacity for growth—all these factors determine in no small degree the extent of learner exploitation and subsequently the amount of retardation in a given school system.

Summary

Bridging the gap between pupil capacity and pupil achievement creates a situation

in which the potent elements are the personal equipment of the teacher, the specific orientations of the learner, the adequacy of the materials of instruction, the extent to which teaching procedures provide for equal learning opportunities in the classroom, and school policies which make an adequate learning program administratively possible. Since evolution toward a continuously better deal for the learner is no respecter of traditions, the *individual* of tomorrow will be as welcome in the classroom as he is now in life outside the school.

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A STATE SCHOOL OFFICIAL WRITES

Patches Don't Tell

Miss Mabel Miller
Dillon, Novania

Dear Miss Mabel:—I am glad that your father urged you to write me about these things that are worrying you.

You are not very old. Indeed you are very young to be a high-school teacher even in this age of young teachers. You have never lived in a small town. In your home and surroundings you have grown to measure a man's mentality by the kind of clothes he wears. The men you have seen in jumpers and overalls were not members of your city school board. Now you find your board is made up of a dentist, a grain-elevator man, a filling-station man, and two farmers. You just cannot get used to it.

But that isn't the part that alarms me. You resent the fact that these board

men and the farmers especially think they have something to say about the way the school is run. You have taken the attitude that school-board members are a teacher's enemies and that they want only to criticize and make her trouble. I want you to listen hard when I tell you that you are dead wrong. They are the best friends that a teacher has. It is to your board's interest to have you succeed. Use your logic for a minute and put your emotions in cold storage. The school board paid you its highest compliment when they elected you from probably a dozen applicants. They had a job to be done and they chose you to do it for them. You and they must pull together if your year is to be successful.

Think a minute about the service they are giving to their community. They are busy men. They have families to support. They have all kinds of obstacles to fight

in order to make a living. Yet they give the time needed to run the affairs of the school, and do it without one cent of pay. You and your fellow teachers and the bookmen and the school-supply men are the ones who get the money. I tell you a small-town board man gives the most unselfish service of anyone I can think of just now.

I might mention that you can't tell by the patches on a man's knees and elbows how much is under his hat. Evidently nobody has told you that one of your farmer members, probably the one with the biggest patches, is a graduate from the State College at Ames, Iowa, and that the other farmer represented his district two sessions in the State Legislature a few years ago.—Most sincerely yours,

Charles M. Thomas,
State Superintendent

Promotion from Small Schools

Superintendent T. N. Green
Wynold, Novania

Dear Mr. Green:—In the absence of any ruling by a former state superintendent it is not easy for me to answer your question about the ethics of offering a job to a teacher in a smaller school. In this as in many other questions the answer will often come to view if for a moment one puts himself in the other fellow's place. This applies equally to small school and large school heads.

Let us dig down to the foundations of this teaching profession. A teacher has spent quite a sum of money and years of her life in acquiring her training. The high salaries are paid for training plus successful experience. When just out of college she must expect to work for less money and to count experience as part of her salary. Well, what happens? If the small school board is lucky enough to draw a prize, they howl to heaven if a larger school takes note and offers her more money. They ask, "Are we supposed to be a practice school for big town teaching staffs?" The honest answer is "Yes, in a measure this is true. You are getting all you pay for when you get well-trained beginners."

The same principle applies to business. The small chain store is a training school for executives to be promoted to the larger stores. Without such incentive neither store worker nor school worker would steadily try to become more efficient. Everyone needs some objective point to work toward. Usually this is in the form of higher pay in a more important job.

In recent years it has become common practice to try to get the teacher who has made good in a smaller system. It is a kind of reward of merit. After a school year has closed, the teacher is free to do as she pleases unless she has signed a contract for another year. The same superintendents who complain will accept the first offers which come along and mean advancement financially and professionally. They would be foolish to do otherwise. But on the other hand, the big fellow shouldn't forget the little fellow's side of the matter, and that these frequent changes mean great inconvenience to him.

—Sincerely yours,

Charles M. Thomas,
State Superintendent

Fair, but Legal?

Mr. J. W. Tamson, Attorney-General
McKinley, Novania

Dear Mr. Tamson:—Here is a letter from a young schoolman, Jerry Hall of Hamell, which I do not feel qualified to answer. I am putting it up to you with the request that you will write Mr. Hall. Here is his letter:

"Dear Mr. Thomas:—I am writing to ask you a question not only for my information but also for my fellow teachers. This is the question—but first let me say that the Hamell school board is not to blame for their financial condition which

makes it necessary to pay the teachers in warrants. But we do not think that they are treating us fairly when they issue a warrant for its face value only, knowing that we cannot cash it anywhere without giving a discount. We think that the board should add enough to offset the discount. If they would make arrangements with the bank or some business firm to take these warrants, and then add the discount, we would be getting no more than the salary our contracts call for. As it is, we are not getting that amount.

"What do you advise us to do? What does the school law say about such cases? We are keeping still until we know our ground. But it looks as if we will have to be paid in warrants the rest of the year; and since the total discount will amount to a good deal before school closes, we cannot see why we should be expected to suffer this loss.

"My brother teaches at Showby where the teachers also are paid by warrants, but the board adds discounts as a matter of course.

"We will appreciate your answer."

I wish you would send me a copy of your answer, Mr. Tamson. I am anxious to know exactly what the facts are.—Sincerely yours,

Charles M. Thomas,
State Superintendent

Gift Giving

Mr. J. H. Sands, County Superintendent
Stanman, Novania

Dear Mr. Sands:—There is no ruling from this office in regard to the practice of gift giving in the rural schools. It is purely a local matter.

It is true, however, that something ought to be done to curb the excesses found in many schools. If a school wishes to give the teacher a Christmas or birthday gift, it most certainly should be given by the school as a unit.

A plan adopted in Carter County is this: A box is sealed shut, with a slit cut in the top for money to be dropped through; this box is passed around, and each pupil puts in a coin or doesn't put one in, as he chooses. Then the box is opened and a gift is purchased for the sum in the box and no more. Each pupil is put on his honor not to tell how much he put in. The plan works as well as any plan could be expected to work.

One school uses such a box but the money is spent for a gift to the building, last year's gift being a new clock that was really needed.

Almost any group can be tactfully guided into a plan of this kind.—Sincerely yours,

Charles M. Thomas,
State Superintendent

That Lunch Problem

Superintendent A. T. Nelson
West Plains, Novania

Dear Mr. Nelson:—This letter is written to offer a suggestion.

The other evening my wife and I called at the home of a friend. We found visitors there, two women from your neighborhood. One is the mother of a high-school girl who drives in from the family home some three miles outside of the city limits. Our hostess, this visitor, and my wife were talking together, and I shamelessly listened in.

The visitor commented on the really small items that young girls magnify to heartbreaking proportions. She said practically this: "Harriet carries her lunch from home. There is no good place to buy food at a reasonable price. We have dinner at night, and the lunch she carries is wholly adequate. There are maybe a dozen of her classmates who do likewise, though sometimes I find that they go to a drugstore fountain and have a soda and call it square. It took me a long time to find out just why Harriet rebels so strongly about carrying a lunch. The trouble is that there is no place to eat it."

Then our hostess told how the same problem was solved in her old home town. The Parent-Teacher Association put the matter up to the superintendent and board and were granted the use of a small room as a lunchroom for carried lunches only. They invested in a little wallpaper and paint, spent a few days of hard work, dug up unused furniture and painted it, put in a few mouseproof cupboards, a sink and a gas plate, and before they knew it the town girls were bringing lunches because it had suddenly become the thing to do and was really much fun. The ticket of admission to that room was a lunch box.

You have so many tuition pupils that I wonder if you wouldn't like to do something of the kind, or get the Parent-Teacher Association to start the ball rolling. You may be sure that Harriet's mother is ready to help, though I doubt if she is the type to start things.—Sincerely yours,

Charles M. Thomas,
State Superintendent

No, a Janitor Cannot Teach

Mr. M. W. Truell, Secretary School Board
Advance, Novania

Dear Mr. Truell:—This is not a new problem which you have put up to us. We know how hard it is for the small rural high schools to find manual-training teachers who are qualified in other branches and who will accept a small salary. But we cannot give credit for manual training when taught by the janitor, no matter how competent he may be, unless he has a teacher's certificate.

Since the training is the main thing, we wonder if possibly that work could be given without credit, something like an extracurricular activity? Have you considered solving your problem in that way? The plan has been tried in several other small schools, and in each case it worked.—Sincerely yours,

Charles M. Thomas,
State Superintendent

Salary Schedules in Wisconsin Cities

W. R. Davies¹

A teacher's salary schedule may be defined as the written, definitely adopted policy of a board of education in matters pertaining to the employment and the fixing of salaries of teachers. Such schedules are generally recognized as being of two types (1) the preparation or single-salary type and (2) the position type. In the former all teachers with equal educational qualifications receive the same salary; in the latter the salary of a teacher depends on the position taught by the teacher. Actually there are few schedules that do not have some features of the position type of schedule or that do not make some concessions to this or that type of special teaching position, depending, of course, on the local situation.

Recently, a brief questionnaire was sent out to all city superintendents of Wisconsin, and it is gratifying to report that 90 replies were received out of 106 questionnaires sent out. Of 90 superintendents reporting, 40 indicated that they have a salary schedule in their school system, and 50 do not. Thirty-six of the 40 who have a schedule enclosed a copy of the salary schedule in use. All but 6 of the 40 schedules have been adopted since 1930, so they do represent the postdepression situation for the most part. Practically all schedules were reported to be in full operation, though one superintendent reported that this schedule was "badly disjointed." Sixteen cities reported that a revision of the schedule was in progress, four because of the pressure of economic conditions, several to replace older schedules, and at least one because the present schedule is too low.

A study of the 36 salary schedules sent to me is most interesting. Twenty of the 36 are of the preparation or single-salary type, while in 16, salaries may be definitely classified as being dependent on the position of the teacher. Since it is evident that city school systems in Wisconsin now mainly employ teachers with the bachelor degree, comparisons are based on the salary-schedule provisions that apply to teachers with such preparation, with an indication of the additional allowance that is granted for the master's degree.

The Salaries Reported

Of the 20 cities reporting a single-salary or preparation-type schedule, 10 are cities of 10,000 inhabitants or less, and 10 with populations over that number. Of the 16 cities reporting a position-type schedule, 11 are cities of 10,000 population or less. It is evident therefore that the larger cities tend toward the single-salary scale for all teachers.

The median beginning salary for teachers in cities reporting the preparation type

is \$1,250, with a low of \$1,150 and high of \$1,400. The schedules of the position-type cities begin with a median salary for elementary teachers of \$1,050, with the lower limit of \$900 and high of \$1,400, and for high-school teachers a median of \$1,200, with a low of \$1,100 and high of \$1,400. Consequently it will be seen that inexperienced teachers with a bachelor's degree begin teaching in Wisconsin cities that have salary schedules at slightly better than \$100 per month on a 12-month basis.

The median maximum salary for teachers in the 20 cities reporting a single-salary schedule is \$1,950, with a low of \$1,600 and a high of \$2,900. For the other type of schedule the maximum for elementary teachers is \$1,450, with a low of \$1,215 and a high of \$1,950, and for high-school teachers a median of \$1,650 with a low of \$1,350 and a high of \$2,150.

For the master's degree single-salary-schedule cities add an average of \$175, with a low of \$150 and a high of \$300. The other group of cities add only an average of about \$100 for the higher degree.

Maximums in both types of schedules are reached by a series of 10 annual increments, averaging \$50 each, though the number of such increments varies from 5 to 16, and the amounts range from \$25 to \$100. The size of the increments may vary as the teacher advances in the schedule, usually decreasing rather than increasing in amount.

Over and above these schedule provisions in all but 6 of the 20 single-salary cities, and in virtually all of the other group, men receive additional compensation ranging from \$100 to \$750, with the median around \$200. This amount is somewhat greater for married men. Consequently it is interesting to note that this constitutes an almost universal violation of the principle of the single-salary schedule, that is, equal pay for equal work or responsibility.

The Merit Schedules

While a few cities have merit schedules, there is considerable indication that in actual practice schedules operate quite automatically. There is evidence in some cases where superintendents attempt to employ a merit rating that their recommendations are often overruled by boards of education, who fear the consequences of variations in dealing with members of the staff. There are equally interesting situations where a schedule may operate to keep in line the salary of individual teachers who have achieved unusual popularity, and who are sometimes singled out by superintendents or board members for unwise special consideration. As superin-

tendents we are often face to face with a curious paradox. We may believe that a schedule based on merit is thoroughly desirable, but practically it is not as feasible or desirable as an automatic type with some few minor controls. Teachers, board members, and the lay public may not agree at all with our notions of merit, and though we may employ much educational jargon, we often arouse suspicion and hard feelings which may seriously interfere with the spirit and morale of our school system.

I have attempted to present a brief picture of the salary-schedule situation in Wisconsin city schools. The national picture is presented very effectively in a January, 1939, Bulletin of the Educational Research Service of the National Education Association, and in four bulletins issued since that time from the same source. One of the best of recent discussions that I would recommend is Willard Elsbree's article in the November, 1937, issue of the *Teachers College Record*.

Elsbree points the way to at least two practices that I believe will eventually govern the newer salary schedules. He refers first of all to the tendency to increase the number of increments, even if it means a smaller annual increase. In our own situation we have given serious consideration to this suggestion, and in our schedule adopted last year for teachers new to our system we have increased the number of annual increments from 12 to 16, with a smaller annual increase. Elsbree's argument here is that with fewer increments teachers reach the peak salary too soon and have no further incentive for improvement. In our case we found, too, that a situation developed altogether too soon where the majority of our teachers were at the top of the schedule, and as a result it was not self-sustaining and proved to be an economic strain on the budget.

Allowances for Family Heads

Another practice mentioned by Elsbree is the family-allowance provision replacing the higher schedule allowance for men. He believes that a differentiation on the basis of sex is indefensible, but much more can be said for a provision whereby extra compensation can be given teachers, men or women, who are heads of families. In practice, however, I find that it is not an easy suggestion to incorporate into practice. It should be easy to employ the Wisconsin Tax Commission's definition of "head of a family," but actually there are other factors that will be thrown into the hopper to confuse the issue. Nevertheless, I think that Elsbree is right in forecasting this type of allowance, and believe it will be much fairer than the present allowance for men, single or married.

(Concluded on page 87)

¹Superintendent of Schools, Superior, Wis.

A Date Book Aids the Administrator

Geo. A. Smith¹

For the administrator with the countless number of details to be taken care of from day to day, a desk-copy date book is a valuable aid. A file of this type requires nothing more than a large capacity loose-leaf notebook which may be kept on the administrator's desk. A type of cover with long binding posts, and one that is easily opened to insert new material is preferred to the small ring cover. For a convenience in separating the material into monthly classifications place in the file separators with the twelve months of the year printed on the tabs. Cut the separators to the proper size and punch holes to fit the loose-leaf holders.

In using the date book, place copies of all the forms, schedules, and other pertinent information in the file under the proper month of the year. In a year or so a complete file of useful information will be at the administrator's finger tips. A file of this nature will make available on a moment's notice copies and notes on useful material as well as a check list for the administrator. As new forms or schedules are prepared, they are added or substituted in place of old material which is destroyed or placed in an inactive file. A number of blank pages may be placed in the back of the book on which to record ideas and suggestions to be considered at a future time.

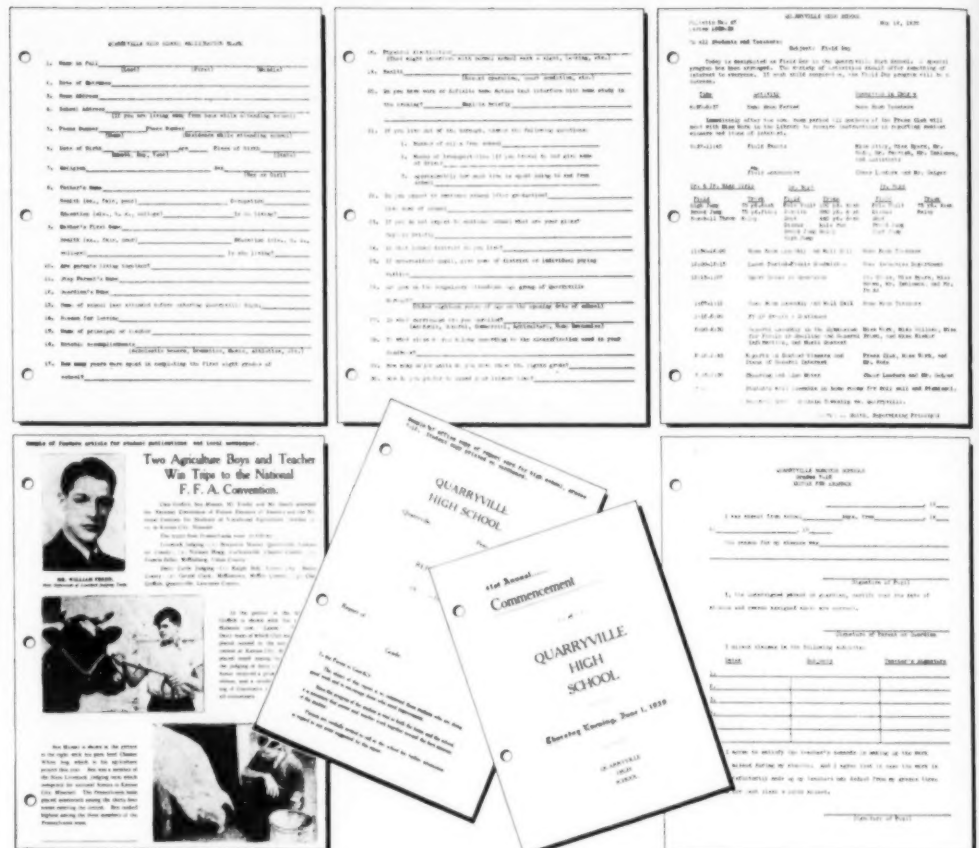
In glancing through my date book, I notice, for example, that the month of August contains the school calendar for the coming term, copies of all the forms necessary for the opening day of school, teacher assignments, copies of first-day instructions for teachers, the general school bulletin of the previous year, bell signal schedule, student handbook, activity calendar for September, newspaper releases on the opening of school, a letter of notification for new teachers, etc. April contains carbon copies of articles prepared on graduation for the previous year, a copy of the last commencement program, the final examination schedule, a copy of the form used in advertising the school budget, a copy of the letter ordering the engrossing work done on the diplomas, copies of information relative to special awards for the close of the term, special requisition forms, and other miscellaneous material for attention at that time of the year.

MY CHECK LIST

July

1. Prepare annual school report for the board of education.
2. Teacher appointment list — replacements and additions.
3. Final salary adjustments — list teachers and salaries for pay-roll reference.
- Check building for all final repairs.
- Check copy for student handbook — place with printers.

¹Supervising Principal of Schools, Quarryville, Pa.



Typical pages taken from Mr. Smith's date and form book.

August

1. Prepare teacher assignments — classroom and all extracurricular.
2. Interview all new teachers.
3. Check on all supplies for the opening of school.
4. Check on all blanks and forms for the opening of school.
5. Prepare teacher bulletin for first-day instructions.
6. Prepare student bulletin for first-day instructions.
7. A letter of notification to all new teachers.
8. Prepare news releases on the opening of school.

September

1. Special bulletin for board of education on the opening of school.
2. Place order for all books needed for shortage.
3. Faculty meeting — introduction of new teachers, appointment of faculty committees, announce plans for teacher meetings for the term.
4. Set up school visitation program.
5. Arrange my daily time schedule.
6. Prepare activity schedule for the term.
7. Prepare for school testing program.
8. Secure from each teacher her program for the year.
9. Organization of all student groups.
10. Bulletin to teachers on general regulations and policies for the year.

October

1. Make preparation for Education Week.
2. Schedule first-semester standardized tests.
3. Close school for teachers' county institute.
4. Prepare a copy of class officers and all other organization officers.
5. Prepare a feature article with photographs for local newspaper.

November

1. Plan appropriate program for American Education Week.
2. Prepare for Red Cross Drive and Christmas Seal Sale.
3. Announce Thanksgiving vacation.
4. Make plans to attend educational meetings during the year.

December

1. Start preparation of budget.
2. List the board-of-education organization and committees appointed for the coming year.
3. See that all transcripts for new students are on file.
4. Prepare list of major remodeling and building repairs needed for the ensuing year.
5. Distribute copies of annual requisition forms to all principals or teachers.
6. Prepare feature article with photographs for local newspaper.
7. Christmas vacation.

January

1. Prepare for close of first semester.
2. Place order for diplomas for graduating class.
3. Check on requisitions for second semester.
4. Order needed supplies for second semester.
5. Collect requisition sheets.

February

1. Plan for appropriate programs for Lincoln and Washington's birthday.
2. Start plans for high-school commencement.
3. Check on failures for first semester — form letters to parents of children whose work is unsatisfactory.
4. Teacher rating cards.
5. Mail out bids for supplies.

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School Boards Gather in Knoxville

Second Convention of National Association of School Boards

The unselfish interest of high-minded members of boards of education for the betterment of American education and the enthusiastic leadership of a small group of officers carried the second annual convention of the National Association of Public School Boards and School Board Members, at Knoxville, Tenn., to gratifying success and assures in the minds of the directing group the development of a permanent agency for co-ordinating the work and raising the standards of service of the lay directors of public-school systems. The city of Knoxville as represented by the president of its board of education, Dr. H. E. Christenberry, its superintendent of schools, Dr. Harry E. Clark, and its business manager, Mr. E. L. Adcock, entertained the association with true Tennessee hospitality that repeatedly drew the admiration of the convention.

President Paul J. Wortman, of Dayton, Ohio, and Secretary-Treasurer Lynn Thompson of Minneapolis, could not have planned a program for September 17, 18, and 19, that would be more significant and interesting if they had called in a complete list of nationally-known professional educators engaged in the field of school administration. With the exception of three superintendents of schools and a school-business manager, the speakers were laymen and women—members of school boards, who demonstrated amply their understanding of the essentials of public-school organization and administration and who revealed a freshness of viewpoint, an enthusiasm, and an ability to discuss practical problems with a broad sweep of principle and fact, that again proves the truth of the following statement: American school boards in general are representative of the best men and women of affairs in our cities and towns, and the service they render is both intelligent and unselfish and is the most effective single element in the popular success of the schools.

The Sessions

The first morning session was marked by two informative papers which followed the hearty address of welcome delivered by Dr. H. E. Christenberry, and responded to by Vice-President Joseph H. Davis, of Muncie, Ind.

Mr. H. C. Roberts, business manager of the board of education, Sioux City, Iowa, in bringing a message from the National Association of School Business Officials, urged higher standards of school-business management as a means of insuring better school finances. The professionalization of the offices of school-business executives through definite standards of education, experience, etc., as prerequisite of election is an important necessity at this time and promises a definite step forward and upward. The Association may well appoint a research committee to formulate a tentative set of qualifications for school-business officials. Such a formulation would lead ultimately to a code of minimum standards and to appropriate legislation.

Mrs. H. E. Lingelbach, vice-president of the board of public education, Philadelphia, has been a teacher and principal, and has brought to her work as a school director an understanding of the internal problems of education, and of the professional viewpoint of teachers. In an address on "Present-Day School Problems" she showed how the Philadelphia schools

have expanded their service and have changed the entire spirit of the organization until at present not only children of school age are served, but adult graduates of the high schools are coming back to enjoy special day courses as well as night courses.

At the afternoon session, Supt. Emerson H. Landis, of Dayton, Ohio, spoke of the financial difficulties through which the Ohio city schools have passed. He pointed to the numerous reductions in school finances as distinct losses in the amount and quality of service to the children and the people. The problem which school boards must face arises from increased attendance which has been accompanied by diminishing resources.

An "experience exchange" brought to the attention of the members a surprising variety of facts and problems concerning school laws, finance, teachers' tenure, school-board organization, etc.

The Tuesday Program

It is impossible to predict the future of PWA and WPA in the opinion of Mr. Charles A. Pynchon, who opened the session on Tuesday morning with a discussion of the services rendered to the public schools by these federal agencies. Since their organization in 1933, aid has been given for the erection of more than 7,000 school buildings, costing \$1,160,000,000 and representing over 60 per cent of all non-federal PWA projects, and more than 70 per cent of all school construction undertaken between 1933 and 1939. Altogether the school-housing facilities used by 2,500,000 children were improved through: (a) the construction of new buildings where actual shortages existed; (b) the replacement of obsolete one-room country schools with consolidated school buildings; (c) the replacement of existing obsolete and dangerous buildings with educationally adequate, fire-safe structures; (d) the erection of needed additions and enlargements. Under PWA, numerous schools under direct federal control, particularly for Indian and military uses, also benefited, to the extent of \$60,000,000. While PWA has not imposed its will on local school authorities, it has insisted on good practice in the construction of school buildings. The future of federal aid to school-building construction cannot be foretold, but it is certain that the instrument which has been built up so effectively and in which there is so much public interest will not be dismantled but will be continued as a division of the new Federal Works Agency.

The topic, "Why a National Organization" of school-board members provided Mr. J. Lee Barrett, member of the Grosse Pointe (Michigan) school board, with the opportunity to point out the deep need for cooperation among school boards and the national importance of an effective means for exchanging experiences. The 500,000 school-board members in American cities and rural areas are volunteers, who serve without self-interest. In some twenty states there are actively functioning school-board associations and these as well as the boards themselves need a means of expressing their conclusions, of clearing for their mutual benefit the results of their activities. While the administration of the schools is generally effective, it can and should be improved. The schools must be protected against the inroads into needed funds due to recent proposals for

various types of social legislation, for war, etc. The National Association of School Boards is distinctly not a pressure group; it hopes to express itself on the basis of fact, and it is fully without personal interests.

Strong State Associations Advocated

Mr. Herbert J. Stockton, veteran member and former president of the Pennsylvania School Directors' Association, recounted in his typically forceful manner the recent history of the 44-year-old Pennsylvania organization and its remarkable growth in membership, influence, and educational leadership. A state school-board association, he concluded, must be of the all-year functioning type, with the right secretary, with a constructive program, and with strong leadership in its officers, directors, and committees.

Dr. Thomas J. Wagner, of White Plains, N. Y., in discussing "County School-Board Associations," pointed to the need for building up school-board morale and cooperation from the bottom, utilizing local interests and local pride for the development of local school projects and local efficiency. Basing his remarks on the remarkably successful association in West Chester County, N. Y., he showed that the limits of effective schoolwork can hardly be gauged until an association of board members has been undertaken. The special interests of individual members can be utilized for developing new school interests; problems can be studied by committees and can be supported by committee groups; the entire public can be educated on school services and costs by thoroughly informing all members of school boards on legislation, state reforms, and finance measures. Through an association, new laws can be interpreted and enforced promptly and uniformly. By holding the quarterly meetings in different schools, members of boards can be stimulated to see the schools in action and to appreciate good work. Various noncompetitive activities of the schools can be supported.

In the closing address of the morning, Mr. William R. Pouder, executive secretary of the Tennessee Taxpayers' Association, discussed the shortcomings of the Property Tax which in 1932 was responsible for 4.65 billions of income to local, state, and federal taxes, and which constituted 92½ per cent of local tax collections. While the property tax is the largest producer of revenue for government in the United States, it is in need of essential reforms. These must look to (1) the removal of the burdensome character on most property, (2) improvement in the manner and agency of assessment, (3) state control for uniformity and equality, (4) better control of delinquency, (5) improvement in collection methods, and (6) elimination of overlapping units of taxation and governmental service.

At the afternoon session, Mrs. Annette Moore, of Kansas City, Mo., discussed "Education as an Investment" and warned the membership that education will fail and our democracy will fail with it unless education makes for greater spiritual and moral development of children, placing less emphasis on the material aspects of life. Mrs. Moore denounced the tendency of a few educators who criticize school boards and demand that education be placed in the hands of professional educators. Such a change in our setup would ultimately place a few politicians in control and would destroy the present unselfish democratic control. In Mrs. Moore's opinion, the National Association of School Boards, made up as it is of business and professional men

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The Problem of High-School Fraternities

Walter G. O'Donnell¹

For over half a century, the problem of eliminating fraternities from public high schools has confronted administrators. This is one of those perennial problems which vanish in the satisfactory solution of one season, only to reappear in full bloom under more seasonable conditions. Just about the time everyone is certain that secret societies are permanently abolished in an educational institution, a fresh crop is likely to spring up. The problem is always solved theoretically, and, in practice, it can be solved tentatively, but a permanent solution depends upon the maintenance of adequate extracurricular opportunity for the pupils of the high school. Since this accomplishment is never certain, without positive and sound administrative effort, no solution can give any assurance of permanence. Being the offspring of animals that Aristotle classified as "political," our youth are naturally imbued with the gregarious instinct. Not finding desirable forms of organization available, pupils will follow their natural urge to organize the social life of the school group in secret societies.

Among the distinctive features of fraternities and sororities, that set them apart from the approved forms of extracurricular organization, are secrecy, exclusiveness, and freedom from effective administrative supervision. While this article will include a treatment of such phases of the problem as the origin of secret societies, the responsibility of adults for high-school fraternities, the excuses for, and objections to, these organizations, the reasons for the opposition of school authorities, and the various methods of solution, an understanding of the problem requires a constant recognition of the fundamental fact that this problem arises from the failure to solve another problem. The other problem is the provision of a vital, interesting, and generally acceptable program of extracurricular activities for the pupils of the high school. Where an extracurricular program is a success, secret societies are a failure.

Urge and Origin

In the absence of attractive extracurricular activities, secret societies are attractive to any normal pupil. The "gang" tendencies of earlier years, somewhat refined by a growing sense of maturity, seek an outlet at the high-school age. Because they are generally frowned upon by school authorities who have failed to provide adequate substitutes, the fraternities offer to a rightfully rebellious youth the challenge of a kind of "daring" and "courage" that accompanies a feeling of nonconformity with an unpopular taboo. Following a primitive custom to some extent, initiation into the secret rites of the fraternity requires a show of "bravery" or "nerve," ostensibly to prove that the initiate is qualified for maturity. This desire of youth to appear mature constitutes one of the incentives to fraternity membership. There is enough of the old Adam in all of us to want to taste of forbidden fruit, and fraternities are forbidden. This, with the atmosphere of mystery that surrounds them, makes them alluring to high-school youngsters. Once they are admitted to the mysteries of the privileged set, membership in such an exclusive group gives

them a conceited feeling of self-importance and illusions of superiority. They revel in their secret signs and insignia because they imagine themselves set apart, as an upper strata, above the mere plebeian elements of the school body. In all of this rather silly ritual, perverted social tendencies so common in primitive societies are apparent—and society is still relatively primitive. The practices of the secret society do not spring, full grown, from youthful imagination but are just clumsy imitations of the secret societies of adults and the fraternities and sororities of the institutions of higher education. Whatever may be the incentive which impels the pupil to join, the fraternities arise out of the desire of pupils to organize their social relationships where educators have failed to provide adequate and acceptable opportunities for group activities outside the classroom. All of the traits mentioned, however harmful, are accentuated by excessive supervision of extracurricular activities. Before any adult, educator or otherwise, condemns high-school fraternities, his share of responsibility for their existence should be seriously considered.

Adult Responsibility

As already observed, secret societies in the high school are imitations of adult and college organizations of a similar nature. As long as adults pay great attention to their various secret societies, and proudly parade their membership before their children, it is not surprising that their example is followed in the high school. Some students of this problem have suggested that these secret orders should establish junior auxiliaries in the high schools under adult direction to take the place of the fraternities. Some efforts have already been made in this direction, but two serious objections may be raised. First, it takes the control of these extracurricular activities out of the hands of school authorities; and, second, these organizations would remain somewhat exclusive, perpetuating in the younger generation, the divisions of the old, and precluding that solidarity of school spirit that is the aim of sound extracurricular supervision. In fact, it is conceivable that a strong case could be made against secret societies in any form, junior or senior, in a democratic society. Nevertheless, one of the serious difficulties involved in the elimination of fraternities from the high school consists in the support given to these activities of secret societies by parents and alumni. At times this adult support takes the form of resentment against too much control of the pupils' out-of-school activities by school authorities. The autonomy of the home is set up against the authority of the school. When this happens, extracurricular activities are converted into out-of-school activities under rather loose parental supervision, and the school administration loses control of one of the vital phases of modern education.

Excuses for Fraternities

The high-school fraternity has not been without its defenders. It is said to be a natural manifestation of the instinct to organize, and claims are made for its value as a medium for the organization of the social life of the high school. Such organizations satisfy the natural urge for the close friendship and spirit of com-

radeship that is said to be engendered by membership in a secret and exclusive group. Since adult relationship and college life are organized upon a similar basis, it is contended that high-school fraternities follow the pattern of our social life and should be allowed as a proper training ground for participation in the affairs of society. It is maintained that the social pattern of the high school should conform to the social pattern of adult society, making it useless for the school authorities to try to combat tendencies that are deeply embedded in the present social system. Besides, it is argued, the parents of the children, along with the Interfraternity Council, are sufficient to regulate the conduct of fraternity members without the meddling of school boards and educators.

While it is reasonable to recognize that the high-school fraternity serves some useful purpose, with the possibility of some benefits flowing from its attempt to meet a social need of the pupils, it does not follow that the secret society provides the best medium for meeting this need. There are better avenues to the same destination, more direct, with none of the hazards, detours, and dead-end alleys found along the fraternity way. It is poor reasoning that rests upon the assumption that because a natural social instinct finds its outlet in a fraternity, that this kind of group is the proper form for its manifestation. The primal nature of pupils' instincts and impulses is no excuse for permitting individuals to organize upon this basis without regard for the interests of other individuals and society. In fact, it is the essential function of education to direct and develop these impulses along the most useful lines. The essence of the question, then, is whether the fraternity is the proper form of social organization within the high school. To this question, educators are practically unanimous in their negative answer.

Objectionable Features

High-school fraternities are objectionable from three standpoints. They are inconsistent with the democratic way of life. They are harmful to the student who joins them. They are harmful to a school that has to contend with them. At the foundation of the school system, determining our philosophy of education and influencing our methods of teaching, is the ideal of democracy. Democracy implies the existence of a social cohesion and truly tolerant and fraternal cooperation much broader than that envisaged in the high-school fraternity. The public school, as the most democratic institution in America, should constitute a miniature unit of society that measures up to the democratic ideal. Membership in an exclusive fraternity, bestowed as a special privilege upon a select few by secret ballot, runs counter to the democratic conception of group life. Repudiating the democratic principles of public education, the fraternity sets up superficial and sometimes unworthy standards of admission, such as style, wealth, and popularity with the "fast" set. Sometimes these false standards are drawn from the most vicious forms of prejudice in the community, excluding pupils from membership upon the basis of race, creed, or nationality. These secret societies multiply rapidly, for a certain group excluded from membership in the existing frater-

¹Lakewood, Ohio.

nities can easily assuage their wounded pride by forming secret societies of their own. As a result, the school body becomes divided into a number of contending factions, and school spirit is destroyed in a kind of interfraternity strife that is anything but fraternal. Out of this unfortunate condition all sorts of jealousy, snobbishness, and dissension are born. Consequently, the high school loses its usefulness as a miniature society and laboratory for training in democratic citizenship, and, when this happens, the school loses an important function.

From the standpoint of the members of these fraternities, too, harmful effects are apt to result from the false standards and underhand methods so often resorted to in the conduct of a secret society. While fraternities are not generally conducive to immorality and vice, these degrading influences spread rapidly and are difficult to detect and eradicate once they become entrenched in a secret society. Superficial standards of admission set up in most fraternities give the members a warped view of real social values and desirable personality traits. In attempting to measure up to their conception of "maturity" with its tendency to initiate college and adult life, the members are inclined to foster habits of excess, sponsoring parties and social functions far beyond their means, with a constant temptation to overdo everything they undertake. As a matter of fact, the high-school pupil is too young and inexperienced to manage outside activities without supervision. Experience in such social activities will prove costly if it comes through youth running riot in secret societies. Undue emphasis on the social activities is undoubtedly responsible for the comparatively low standards of scholarship found among fraternity members. The most serious objection to fraternities from the standpoint of the pupil who becomes a member arises from the fact that he is bound together with his fraternity members for better or worse, and his choice of school companions is largely restricted by the artificial barriers erected by the fraternity. The choice of congenial friends in school, with a general spirit of courtesy and consideration for all, is one of the valuable prerogatives of school days. The fraternity restricts this freedom of choice and tends to confine the associations of a fraternity member to the narrow set with which he has become identified. Fraternizing with members of other fraternities would be frowned on as disloyalty to the fraternity. This confusing usage of words leads one to question whether fraternities are really fraternal.

Opposition from School Authorities

It has already been pointed out that fraternities destroy that solidarity of school spirit which is essential for the cooperative functioning of an extracurricular program in the interest of the whole school. School authorities oppose fraternities for the additional reason that their secret obligations are detrimental to effective administration. Through secrecy, the fraternities generally succeed in avoiding supervision. Through underhand manipulation, they usually seek to control school activities in the interest of their members, with scant regard for the general interest of the entire school, for the power of the fraternity is divorced from open responsibility and used for the special privilege of a few. When school life comes under the domination of these aristocratic groups, organized to serve the interests of the few at the expense of the many, much in the manner of machine politics, then

the high school loses its value as a training ground for democratic citizenship, and becomes, instead, an incubator of special privilege. In a society patterned after the democratic ideal, with its broad aim of equality of opportunity, fraternities and sororities are entirely out of place. There is no record available of any constructive influence exerted upon high-school life by these societies, and school administrators are conscious of the fundamental fact that they establish an invisible type of school control that easily defies supervision, taking out of the hands of educators one of the most vital phases of education. Once started, these societies cannot be ignored. Neither can they be effectively regulated. The only alternative open to school administrators is to abolish them. This is the conclusion reached by nearly all educational authorities by the end of the nineteenth century. It is much easier to keep fraternities out of a high school than to eliminate them once they are entrenched.

Solutions

Prevention, then, is better than any possible cure. Their nonexistence in a school can be assumed only in the presence of a healthy, united, fraternal school spirit of cooperation sustained by an attractive and interesting program of extracurricular activities. Once secret societies become established, however, three lines of attack are available. While these three methods, counterattraction, persuasion, and legal pressure, can be used simultaneously, experience supports the soundness of resorting to each in their respective order.

The most effective method of combating fraternities is counterattraction. This means the substitution of desirable extracurricular activities that provide as much, or more, satisfaction than is derived from membership in secret societies. It will be noticed that this is also the method used in preventing the formation of fraternities. This method has its best results when it is instituted without a direct affront to the secret societies, building up a general interest in the extracurricular program in such a way as to render the secret societies useless and superfluous. With no further reason for existence, the fraternities might quietly wither away. Sufficient clubs and societies, free from formalism and strict faculty control, can be instituted for enlisting the dominant interests of the student body. In this process, students should be given the initiative, with all the appearances of spontaneity, and a minimum of supervision. Supervision can be tactful and retiring, and at the same time effective. Students like the feeling of responsibility which comes from the realizations that these school clubs are their own, subject to their direct control. Where supervision is too obvious and faculty control dominant, interest is likely to be lost. Along with the institution of a constructive extracurricular program the administration can develop a school spirit of solidarity, showing by precept or example that the fraternities are harmful to the best interests of the school. An incident, such as the defeat of the school team due to the interfraternity strife, can be used to make the secret societies unpopular.

There is always a danger, too, that the new clubs and societies established to offset the fraternities, may, in turn, be taken over by the secret organizations. If completely successful in its application, however, this method of substitution leaves no possible excuse for the continued existence of fraternities. Even when partially successful this method prepares the way for the next method of persuasion.

In case the counterattraction falls short, it remains for the school administration to endeavor to persuade the opposition to disband. Parents and alumni will sometimes set up a stubborn resistance to interference, occasionally frustrating every effort of educators by encouraging the pupils to maintain their fraternities outside of school. With tactful handling, however, this opposition can be overcome, or, rather, converted. Persuasion is always preferable to legal compulsion. There have been cases on record in which a skillful appeal by an administrator has induced the fraternities to disband, voluntarily. This happened in Tucson, Ariz., some years ago. A sincere appeal to the students participating in the societies made upon the basis of the highest ideals of democratic school life and fair play, will frequently produce beneficial results. But it is generally necessary to educate parents and alumni, as well as students, with regard to the harmful effects of secret societies. Not only the entire school body, but the Parent-Teacher Association, should have the advantage of a fair exposition of the problem, leaving it up to them to provide suggestions. A solution coming from them is apt to be far more effective than one arbitrarily imposed by the administration. Various devices can be utilized to turn public sentiment, without necessarily victimizing any persons connected with them. Any incident pointing to the bad influence of secret societies, or figures showing the effects on scholarship, school spirit, or discipline, can be publicized in such a way as to produce a general disapproval of their activities. High-school students should be informed, too, that the National Pan-Hellenic Congress has declared itself opposed to high-school fraternities, having maintained that such societies are harmful to the interests of the secondary school. Finally, it is essential that the cooperation of the parents be enlisted by substantial evidence proving the baneful effects on standards, scholarship, attendance, discipline, personality, and general training.

If these two methods fail, or result in only partial success, resort to law remains available. Many states have declared public-high-school fraternities illegal, and the school boards in many communities have passed regulations to the same effect. Court decisions have generally upheld the constitutionality of these regulations and concurred in the authority of school boards to deal drastically with secret societies. In Chicago, the school board went so far as to enact a rule that any principal who failed to abolish fraternities in his school would be discharged. The law of Ohio dealing with this matter is found in Sections 12906-9 of the General Code. These sections provide for a fine of ten to twenty-five dollars for organizing or joining any secret society made up of pupils. It is the duty of the board of education, upon the receipt of complaints, to investigate the existence of secret societies and give formal notice to any person found to be engaging in such activities in the public schools. If this notice to desist is not obeyed, then the superintendent or principal in charge shall suspend such pupil until he has complied with the order of the board. This, then, is the last resort, which, in my opinion, is an admission of administrative failure — failure to establish an attractive program of extracurricular activities.

The American school board has a major share of responsibility for the solution of this problem of high-school administration. The school board, representing the public, is not

(Concluded on page 92)

School-Board Members

Who are Making Educational History in American Cities

ARNOLD JESSE COPELAND President, Board of Education, Bay City, Michigan

Bay City has been fortunate in having a board of education made up of high-grade men. Mr. Arnold J. Copeland, its president, reflects that type of service which has been significant for educational growth and solidarity. In discussing some of the achievements of the Bay City board during the past five years, Mr. Copeland said:

"It has been a genuine pleasure to have participated in the educational program of our city during the past five years when, in the face of adverse conditions, so many worthwhile things have been accomplished. For instance, we like to mention a complete revision of the financial and budgetary system of the board; a new system of school inventory; restoration of the teachers' salary schedule,

employment, supply and demand and changes in the school curriculum to meet these various needs. Our junior college, established in 1923, enjoys a high rating and continues to attract more students each year."

Mr. Copeland was born February 8, 1884, at East Tawak, Mich. He is identified as secretary-treasurer with an industrial corporation.

ARTHUR T. SPENCE President, Board of Education, Milwaukee, Wisconsin

The Milwaukee board of school directors, as an administrative body, has undergone the various changes which have characterized the larger cities of the country. Some years ago, it was a cumbersome body of thirty-six mem-

tribution to the cause of popular education lies in his promise of future service rather than past performance. As a young man he is aggressive and progressive and has manifested a fine understanding of and grasp of the high office to which he has been chosen.

NORTON E. MASTERSON President, Board of Education, Stevens Point, Wisconsin

When Mr. Norton E. Masterson was elected to the Stevens Point board of education he was only thirty-two, but he was following in the footsteps of his father who had served as a school-board member in a rural district in northern Wisconsin for almost fifteen years.

During the period of Mr. Masterson's presidency, the new P. J. Jacobs High School was planned, constructed, and occupied. This outstanding and modern high-school building was reviewed in the April, 1939, issue of the



Mr. Arnold J. Copeland
President, Board of Education,
Bay City, Michigan.



Mr. Arthur T. Spence
President, Board of Education,
Milwaukee, Wisconsin.



Mr. Norton E. Masterson
President, Board of Education,
Stevens Point, Wisconsin.

which has resulted in the teachers receiving an average salary as high as any in the state; a complete survey of the city school-plant needs which will serve as a guide to future development; the refunding of all 6 per cent school bonds amounting to \$590,000, with a new interest rate of 2 1/4 per cent; school play areas have been increased and improved in safety by the erection of chain link fence, and one very fine elementary school accommodating 400 pupils has replaced a 68-year-old structure.

"Transcending all this in importance perhaps, has been the excellent program of public relations which has been sponsored to acquaint the citizens of the community with the aims and object of the school program. In this an excellent parent-teacher organization has played a major part."

Speaking prospectively Mr. Copeland said: "The coming year will find our board studying intensively educational opportunities for adults, social, and recreational facilities for young people, job analysis including type of

bers. Today, it has fifteen members. Originally, the representation was by wards, and appointments of members were made by the aldermen and confirmed by the city council. Today, the school board is an elective body chosen at large.

One of the traditions of the board is that the presidency is subject to periodical changes, a term of service rarely extending beyond a second term. The present incumbent is practically a new member having been elected in 1939, and recently to the presidency.

Arthur T. Spence comes to the office with an exceptional educational equipment. He attended the Milwaukee Country Day School in 1922, Phillips Andover Academy in 1924, and Yale University in 1927. He was graduated in 1930 from the law school of the University of Michigan, and admitted to the Wisconsin bar the same year. He was born in Milwaukee, April 14, 1904.

Mr. Spence has manifested an interest in civic affairs to a degree that found approval on the part of the citizenship and honored him with a membership on the board of education. While even in the short time he has served he commanded the confidence of his associates, he is frank in holding that his con-

JOURNAL. Since the completion of this major building program, he has devoted much time to improving board administrative and budgetary procedures. By special act of the Wisconsin legislature this year the large board of eighteen members was reduced to nine.

He is interested in educational legislation and is active in the work of the Wisconsin School Board Association. His own recent experiences as a student and in business have given him an excellent background for both the educational and business phases of his job as board president.

Born in 1902 on a farm near St. Croix Falls, Wis., Mr. Masterson began his schooling in a one-room rural school. After completing high school he entered Lawrence College at Appleton. He was elected to Phi Beta Kappa and received his A.B. degree in 1924. Because of his academic interest in mathematics and economics, Mr. Masterson entered the field of casualty-insurance statistics and is now vice-president and actuary of the Hardware Mutual Casualty Company in Stevens Point. He is a

fellow of the Casualty Actuarial Society and is a member of this society's educational committee.

On a leave of absence, Mr. Masterson entered the Harvard University Graduate School of Business Administration in 1933, specializing in statistics and finance, and received his M.B.A. degree with distinction in 1935.

A few weeks after returning from Harvard he was elected to the Stevens Point board of education. In the fall of 1935 he was elected president to which office he has since been re-elected annually.

JOHN HENLE

**Secretary, Board of Education,
New Ulm, Minnesota**

The distinctive service which John Henle has rendered grows out of the long term of service with which he is credited and the accumulated experience which he exerts in the daily performance of his office.

He was elected a member of the New Ulm school district in 1895 and served for seventeen consecutive years. For several years he was a member of the County Board of Commissioners, but in 1917 he came back to school-board service. This time he was elected



Mr. John Henle
*Secretary, Board of Education,
New Ulm, Minnesota.*

secretary of the board of education, a position he has filled with eminent ability.

Mr. Henle was born March 28, 1864, in Milford Township near New Ulm. He is a descendant of that sturdy immigrant and pioneer people which figured so brilliantly in the Indian wars of an earlier day.

Mr. Henle is held in high esteem by his fellow constituents who hope that they may have the benefit of his experience and wise counsel for many years to come.

CLARENCE R. FOUST
**President, Board of Education,
Akron, Ohio**

On January 4, 1939, Mr. Clarence R. Foust started his sixth term as president of the Akron board of education, which he has served as a member for ten years. Mr. Foust is now in his third four-year term as a member of the board. He has always been a sincere believer in the public schools. "We must look to public schools," he says, "to save our country and to protect the ideals of democracy. Edu-

cation is a community affair. The emphasis in every school system is always on the teacher. The most successful school system depends upon the harmonious relations between the home and school."

Mr. Foust was born in Green Township, Summit County, Ohio, January 2, 1888. His ancestors migrated here from Pennsylvania and have lived in the county as long as white people have lived here.

He was graduated from the Greensburg high school in 1907. He taught school for two years in Green Township and took summer courses at Ohio Northern University. Later he entered college full time and took his bachelor's degree in 1911. Upon graduation he entered Ohio State University Law School and received his law degree in 1913. He has been practicing law since 1912.

Mr. Foust served as an enlisted man and officer in the United States Army for three years from July 3, 1916, to August 1, 1919. He gave foreign service from June 12, 1918 to July 15, 1919.



Mr. Clarence R. Foust
*President, Board of Education,
Akron, Ohio.*

In January, 1920, he was appointed assistant law director of the city of Akron and served in that capacity for several years. He is active in church, fraternal, and social-service organizations, and follows athletic sports as recreation.

DR. S. H. SCOTT
**President, Board of Education,
Coatesville, Pennsylvania**

Coatesville deems itself fortunate in having an outstanding school board and a president who has an unusual record to his credit. Dr. S. H. Scott was first elected to the school board on June 6, 1893, for a four-year term. On June 3, 1903, he was elected president of the board. Since that time, he has continued to serve in that capacity; a unique record of 46 consecutive years as a member of the school board, the past 36 years of which he has served as its president.

The progress of the school system during these years has been interesting. In 1893 there were two members in the graduating class, and there was one school building of six rooms. Since that time, there have been erected six buildings, including the present high school which was partially destroyed by fire in 1911

and rebuilt in 1915. There were, in 1939, 281 members in the graduating class.

In addition to the above, in the fall of 1939, Coatesville will have ready for occupancy a new \$700,000 senior-high-school building. This 75-room building of Georgian architecture will fulfill a long-felt need and is in itself a tribute to Dr. Scott who has for so many years been looking forward to more adequate school facilities.

Dr. Scott has given to the school not only his time and experience, but has contributed in a material way. Several years ago he donated to the school district a large tract of land for use as an athletic field. There is now being completed on this ground a concrete stadium with all modern facilities, which will make Scott Field one of the finest high-school athletic fields in Pennsylvania.

Dr. Scott was born in Coatesville and received his early education in the Coatesville public schools and in the Maxwell Academy. He later attended West Chester State Normal School and in 1889 graduated from Jefferson Medical School.

Despite a large and busy practice, Dr. Scott always found time for varied community activities, and since his retirement several years



Dr. S. H. Scott
*President, Board of Education,
Coatesville, Pennsylvania.*

ago from active medical practice, he has devoted a great deal more of his time to the many organizations with which he is affiliated. He is a member of the Chester County Medical Society of which he is the past president and past secretary, a member of the Pennsylvania State Medical Society, American Medical Society, Medical Club of Philadelphia, an adviser to the Coatesville Visiting Nurse Association, president of the Chester County Crippled Children's Society, and a director of the Pennsylvania State Crippled Children's Society. Since January 1, 1900, he has been company surgeon for the Pennsylvania Railroad. From the time the Coatesville Hospital was organized, he has been on the staff, and since June 5, 1911, he has been chief of staff. He has been active in religious and social-service work and he has been prominent in the Coatesville Chamber of Commerce.

It is obvious that a record such as this of sustained activity and keen participation has enriched the community and proven an inspiration to all those whose privilege it has been to know him.

THE AMERICAN School Board Journal

Edited by Wm. Geo. Bruce and Wm. C. Bruce

Training for Leisure and the Public Schools

THERE has been much discussion during the past year on the expediency of training the youth of the land for leisure as well as for gainful occupations. The problem, which presents itself in a more acute form, is to engage the leisure-time attention of the youth after he has completed his school days and especially up to the time he has entered upon a bread-winning career. This period is deemed a critical one, in which idleness may lead to evil results.

The problem of the youth movement is in reality the problem of unemployment, which affects an adult population with even greater force. Thus, the training for wholesome recreational occupations must necessarily include consideration for the adult as well as the minor. If we have reached a period where the world's work can be performed in less time than this has been done in the past, then it follows, too, that there must be some adaptability on the part of men and women for recreational and cultural pursuits.

It has been aptly said that "society is under obligation to see that all individuals and particularly young people are occupied in socially desirable activities, including education, until they can become economically self-supporting."

Statistics tell us that there are today some 20,000,000 young people in the United States between 16 and 25 years of age. Of this number, two million are in the high schools and one million in colleges. The number of unemployed is unknown. Economists hold that at present the period of employment for the average young man does not begin until he has reached the age of 25. Thus, it would seem that during the period of 16 and 25 it is either the school, or a job, or a life of leisure.

Many expedients are here offered, nearly all of which concern agencies other than the schools. It is clearly not the province of the school to furnish employment other than that employment which is involved in learning and the processes of imparting an education. The question then resolves itself into one as to just how, when, and where the schools fit into the scheme of training for leisure.

The suggestions that have been advised cover a wide range of possible activities. Educational leaders have worked out tentative programs which provide for boys' clubs and girls' clubs. Vocational studies are proposed. The boys are prompted to give some attention to the trades, the girls to domestic science.

Some of these suggestions have been carried into practical operation. Hobby interests have been fostered through arts and crafts clubs. Training has been given in metalcraft, woodcraft, Indian craft, needlecraft, papercraft, basketry, leathercraft, photography, archery, etc. Leisure-time programs for the youth have been planned. These include such activities as baseball, dancing, drama, music, reading, cooking, sewing, nature study, educational tours to educational plants, hikes, camping trips, etc.

It does not follow, however, that the schools can undertake all of these activities. Many of these can best be carried on by other agencies. The schools have their assigned task, which may not always lend itself to that expansion which contemplates actual participation in more than a very limited range of recreational pursuits.

The educational factors may point out the possibilities of engaging the time and attention of the idle youth in any community, but it will devolve upon other social agencies to carry out such recreational programs as may be practical and serviceable.

Wiser Financial Planning Needed

IT WOULD be interesting to learn how many school boards have considered the recent depression years as a series of opportunities to put their house in order, and how many have drifted along and have allowed events to drive them into a deeper financial muddle than the one which confronted them in 1929 or 1930. On the whole, the large cities have adjusted themselves to the tax situation which promises to become permanent. The total outstanding bonds have been reduced; where possible, interest rates have been reduced through refunding; tax rates have been adjusted and tax-collection methods have been improved; the custody of funds in banks has been safeguarded as never before; the annual shortages due to the lapse between the beginning of the new fiscal year and the date of tax collections, have been reduced by legal enactments unifying the fiscal and tax years, etc. All in all, the large cities are fully awake to the problems and difficulties of financing the schools; the officials are technically prepared to cope with unexpected developments; the school boards and the municipal authorities are immeasurably better informed and competent; and even a good part of the public has an appreciation of the road which it is traveling and of the tax sacrifices it must make. The school officials uniformly are immeasurably more ready to cope with the uncertainties of several years of war, should these come.

The smaller school districts, particularly towns under 10,000 population, do not seem to have planned their educational financing as well as the large cities. In some midwest and southern towns, the outstanding bond issues have not been cut down; interest rates are still abnormally high; there is ruinous short-term financing; large amounts of warrants are outstanding at high interest rates. What is worse, the school year has been cut and essential services in the grades and the high schools have been curtailed. In some communities, the school boards and professional executives have drifted along stupidly instead of fighting courageously and compelling community respect and support.

In contrast the well-conducted school systems have used their misfortune to wisely finance both current school expenditures and capital outlay. A characteristic situation is a small Iowa town which reports the retirement of a considerable part of its bond issue and the refinancing of the balance at an interest rate of 1.5 per cent. A regular levy for building purposes is being collected to build up an advance fund for building needs anticipated in about seven years.

The job of making up an annual school budget cannot be considered complete until the entire financial situation has been studied and an understanding has been reached of events and needs for five to ten years in the future.

Where School Politics Has Its Beginnings

THE charge that political influence dominates the action of school administrators in the performance of their public duty is frequently heard. That some of these charges are well founded cannot be denied, but it should also be remembered that the trouble at times has its origin in the combined local agencies of government themselves rather than in the individual members of school boards.

If the board of education is primarily chosen on party lines, then partisanship will most likely be practiced by the incumbents in office. Fortunately, in most instances, where members of a board of education have been elected under a political party designation, they have left their political affiliation behind them upon entering into office. A member may have been chosen as a Republican or a Democrat, but he remains a consistent nonpartisan in his school-administrative deliberations. Thus, the weakness must be found in conditions outside rather than inside of school-board rooms.

A story comes from an eastern city, where the secretary of the board of education, an alleged Democrat, was elected as a Republican. He sought the nomination at the hands of the Democratic party, and upon failing to secure recognition, came under the banner of the Republican party and was elected. The Democratic organization then sought to strike his name off the party roll.

The irregularity here must not be found so much in what the secretary of a board of education did to secure a job for himself as it is found in a system which elects board-of-education members under a party label. Such officials should be chosen on a nonpartisan basis and none other.

The argument is often advanced that the competitive attitude on the part of the political parties leads to the selection of the highest and most acceptable type of candidates. But this does not follow especially where party prestige and preference are the goal of the party promoters.

If the administration of the schools is to remain free from the taint of political influence and manipulation, then the process of purification must begin at the beginning. The preliminaries employed in the selection of members of boards of education must be nonpartisan and candidates must be free from party influences both before and after elections.

Better Small-School Leadership

THE schools of villages and small towns frequently suffer from a twofold lack of leadership. The troubles which are reported from time to time would seem to indicate that both the professional executives and the school boards are at fault. Very often the superintendents are too young and too lacking in practical experience; they consider the village school as a mere practice ground which is to be left at the first opportunity. The school boards seem to suffer most because they have too narrow a field of action; their outlook is hampered by too many personal interests; there is little challenge in the job for any kind of statesmanship and for growth in social outlook.

It is certain that that democratic school thrives best when it represents the community will, and when it expresses the pride of community achievement. But it should be remembered that the village, or the small town, is no longer a complete community. It was one in the earlier days, but it now is only a

neighborhood of a true community, and an artificial political unit. Such elements as improved communication and rapid travel by the telephone, the automobile, the bus, the rural mail delivery, and even the radio have developed new limits of communities and have made for larger natural trading areas and larger school units. Community awareness and community interests are limited only by natural barriers that prevent a rural group from having easy access to a town or village center.

The only solution of the problem of better village-school leadership is the discontinuance of small school districts, the expansion of attendance units, and the enlargement of administrative areas to include the entire communities on the broadest scale. County organization is not the logical school unit, but in many states it would lead to the improvement suggested and would permit of much greater administrative economy and efficiency than is now possible. Some flexibility is needed in the state legislation to make natural communities comprise the school districts.

Larger school units will be a challenge to the leadership of professional schoolmen, as well as to the members of school boards. They will eliminate the excessive petty business that engages school boards and raise the efficiency of teaching staffs. They will reduce the tendency of young school administrators to constantly seek the larger city. They will attract a better class of both professional and laymen, and they will enable a greater unification of educational programs and purposes.

The Printing of School-Board Proceedings

IN SEVERAL midwest states the reminder has been sounded by legal authorities that the official school-board proceedings must be printed in some newspaper of general circulation at least thirty days after each meeting. State laws require this.

The proceedings record the expenditures for the month, the resolutions presented, and the action thereon. Thus, the citizens know exactly what has been done with the taxpayers' money, and are assured that everything is in running order.

The larger cities are usually exempt from this provision of the law. They print their proceedings in pamphlet form and distribute them where they may be required or desired. These publications have reached a degree of completeness which is commendable. Aside from the purely statistical data the resolution and reports are arranged in logical order and presented with illuminating headlines.

The publication of school-board proceedings in the rural districts of Michigan and Wisconsin are frequently so belated as to impair their value. To find the proceedings of a school-board meeting held in the month of March published in the month of September following, cannot serve the purpose for which the law was enacted.

On the whole, the laws which compel the publication of the official proceedings of school boards have a beneficial effect. It makes for an assurance that the business of the schools is openly and honestly conducted.

Enlightenment consists, not merely in the passive reception into the mind of a number of ideas, hitherto unknown to it, but in the mind's energetic, simultaneous action upon and toward and among these new ideas which are rushing in upon it. — *Newman*.

Enrollment Guidance in the Winfield High School

Herbert C. Hawk¹

Much emphasis has been placed in recent years upon the function of guidance in secondary education. Rapid social changes in a more complex society has of necessity accentuated the need for more effective guidance in the school setup. Consequently many schools have set up elaborate systems of guidance and have turned to the task of re-examining all elements of guidance in the educational program of the school to determine their effectiveness.

Ever since the elective system in secondary education came into being there has been one point of contact between the school and the pupil in which the pupil has received guidance in a greater or lesser degree. This is through the process of enrollment. The amount and extent of enrollment guidance has varied probably with every pupil situation, every school, and every passing year.

Several years ago the faculty and administration of the Winfield, Kans., High School arrived at the decision that in the process of pupil enrollment pupils should be more deliberate and the school should provide a greater opportunity for guidance than was normally being given in the school. The importance of a well-planned enrollment cannot be overemphasized. Every administrator is familiar with maladjusted cases that appear during the school year and that have their origin in a poorly planned enrollment. Through the process of enrollment the school has its first opportunity to provide guidance. To the pupil new to the school this is extremely important. To the pupil who has been in attendance, it is a milestone, an opportunity to re-examine and re-evaluate his own special abilities, interests, and opportunities for the future, and as a consequence continue his direction or alter his course as the occasion demands. The process of enrollment is not only one of choosing wisely from the school curricular offerings, but from the extracurricular offerings as well. It consists of developing a school program that is well co-ordinated with out-of-school conditions, with proper provision for health, relaxation, and leisure-time activities. The writer finds too often that the cause for maladjustment among high-school pupils is due to overloaded curricular or activity schedules, with a poor budget for time and recreation.

Enrollment guidance under the recent setup in Winfield High School starts with the home room. Guidance is featured rather strongly in the entire home-room setup, so this fits in well in this respect. The school has annual promotion. Preliminary enrollment for the ensuing year is made through the home room during the last four or five weeks of the spring term. Thus enrollment comes at a time when the teacher has had at least a school year's acquaintance with the pupil. If she has been efficient as a home-room teacher, she will be thoroughly acquainted with all of the central-office information available concerning the pupil. She will know his scholarship record, his I.Q., his record on various achievement and aptitude tests. She will know of his extracurricular activities, his home situation, his

out-of-school activities, his personality traits and special interests as well as aptitudes. All of which gives her a strategic position in offering guidance, although it must be admitted that there are good and poor home-room teachers in this respect. The home-room teacher has a four- or five-week period to enroll the pupils in her home room, which involves usually from about twenty-five to forty pupils.

Vocational Conferences Held

Mention should be made of the fact that two activities in Winfield High School help considerably in providing guidance in the enrollment procedure. These activities were not organized originally to supplement or assist in this, but they have been timed conveniently to contribute to enrollment guidance. Just preceding the time set for preliminary enrollment, the school conducts a series of vocational-information conferences in which a number of adult leaders representing different vocations meet in conference with students who are interested in the different vocations of the respective leaders. The pupils come to enrollment fresh from these conferences. The other activity is the all-school exhibit, coming during the last month of school, at which time teachers and pupils present and demonstrate publicly an exhibit of materials, projects, course outlines, and activities involved in the various courses and subjects in the school. Parents are especially urged to attend, and the exhibit provides a splendid opportunity for the pupil to discover the nature of the work, activities, and projects involved in the various courses, and to consult with the teacher of the subject concerning these things.

The preliminary enrollment procedure is opened by a faculty meeting. In this meeting it is the practice for the high-school principal to explain the enrollment procedure, special requirements of the state and school for graduation, the program of studies, and any curriculum changes planned for the next year. Frequently, the heads of departments will be called upon to explain enrollment conditions peculiar to their own individual departments, as for instance in the case of music, vocational agriculture, or commerce. At the close of this meeting, after teachers are conversant with the procedure, they are handed a set of preliminary enrollment blanks, which in turn will be handed to the individual pupils.

These preliminary enrollment blanks carry a considerable amount of self-explanatory information. The first section provides a list of all subjects offered in the school under the groupings provided by the state department of education. This list designates the school years in which the subject can be taken and provides a place in which the pupil may check the subjects in which he has credit.

The second section explains state requirements for graduation. In Kansas subjects are classified by groups; the requirements are two majors and two minors with additional credit in a fifth group, of which English is a required major, social science, a required minor, at least, while a course in government is required of all pupils.

The next section explains the school re-

quirements for graduation from a different course. In this section is a place for the pupil to designate the course from which he expects to graduate. Also, in this section is a statement to parents and pupil strongly urging that they consult with the principal's office or directly with any colleges in which there may be special entrance requirements, in the event pupils know definitely where they will attend after graduation. The pupil is urged then to plan his course accordingly.

Entire School Career Planned

Another section of this blank provides a form in which the pupil is requested to fill out his program-of-studies plan for his entire high-school career with a declaration of his intentions as to majors and minors. The importance of this cannot be overemphasized. The purpose is to get the pupil, his parents, and advisers to thinking in terms of a long-term plan, and to give balance and direction to his program. Too often the writer has discovered pupils think in terms of the next year only, with the consequence that they come into their last year or two of high school with programs badly out of balance. It is understood, of course, that pupils have the privilege of changing this from year to year, but there is a great advantage in the pupil having thought through and organized his program for the entire period in high school, even though conditions will arise that require deviation from this.

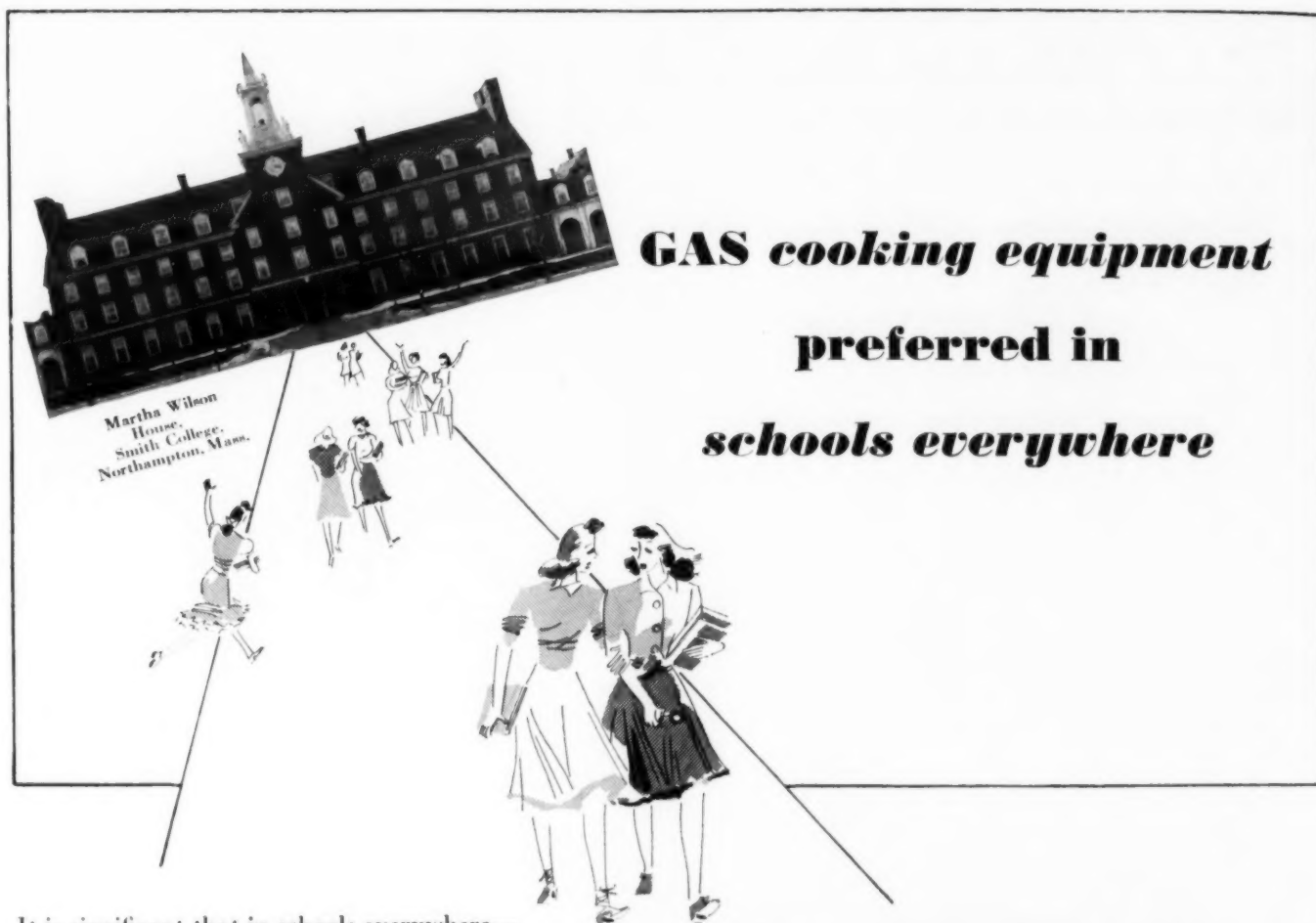
The remaining section on this blank provides a space where the pupil will write in the subjects he will take for the ensuing year. Before these will be accepted as final, by the home-room teacher, the pupil must show that he has conferred with his parents, counselors, or other advisers and has received "blue cards" from the teachers in subjects in which these are required.

The "blue card" introduces another point of guidance. It is a practice in Winfield High School to designate nearly all of the advanced courses in music, industrial arts, home economics, mathematics, art, crafts, languages, vocational agriculture, shop, etc., as well as certain special subjects in commerce, journalism, and others as "blue-card" subjects. Before a pupil may enroll in any of these subjects he must apply to the teacher of the subject, submit his record in prerequisite subjects and endeavor to establish his ability to carry the work satisfactorily, and interest in the subject. Thus pupils will learn of costs, special conditions, and special interests required in certain courses, will frequently discover facts about the course that were unknown to them before.

During the enrollment period a number of faculty meetings will be held, at which time teachers will report problems involved in enrollment, bringing oftentimes specific cases to the meeting for discussion. Oftentimes the teachers are urged to refer certain cases to the heads of departments. In fact, it is a regular practice in the school to refer all advanced commerce people and all vocational-agriculture people to the heads of those respective departments for enrollment approval. Since the school has no counselors on the staff, there is

(Concluded on page 92)

¹Principal of Winfield High School, Winfield, Kans.



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School Administration in Action

Administrative Innovations in Bangor, Pennsylvania

The board of school directors at Bangor, Pa., has made a number of innovations in its administrative procedure intended to facilitate business and to enable the board to concentrate on educational policy problems. At least three days before all regularly scheduled meetings Supt. Harry O. Eisenberg prepares an agenda for the meeting, containing his recommendations for changes in school policies, organization, curriculums, etc. Members of the board are fully informed of what is to come before the meeting and have an opportunity to study the genuinely significant problems before them. The principle which has been in use for a year has resulted in a considerable reduction in the time required for the discussion of problems and has eliminated hasty decisions and reconsiderations of decisions.

During the past year, the Bangor fire department has been utilized in making quarterly inspections of the school buildings and their contents. These inspections supplement the regular monthly inspections made by the janitors and the members of the administrative staff.

The board of school directors has modified a number of its policies applied to teachers. The provisions of the sick leave have been changed so that each teacher may have one week's absence with full pay and two weeks at half pay. Previously an allowance of three dollars per day was made for two weeks.

All new teachers entering the schools are required to take the tuberculin test and to present an X-ray film of the chest, together with a statement from a competent roentgenologist that they are free from pulmonary tuberculosis. A similar

statement is required biennially from each employed teacher who is under thirty-five years of age. The tests are made by physicians connected with the Eastern Northampton County Tuberculosis and Health Society at a nominal cost. The freshman class in the high school is also tested and pupils who give a positive reaction are tested annually for three succeeding years.

A new policy of the board requires the payment of increments in the annual salary schedule for those who have advanced training. These increments are over and above the mandated increment in the salary schedule. Advanced work is given equal credit without regard to sex or the level of the school in which the teacher is employed.

The personnel policies of the board as applied to janitors have been changed so that the salaries are adjusted according to the duties and the responsibilities of each janitor and the training which he possesses. In order to assure the neat appearance of all custodians, the board has provided each man with two uniforms. Each janitor is granted a vacation with pay, a policy which was never before considered advisable.

The board has put into operation a long-term scheme of building maintenance and rehabilitation. Basic to the plan is a long-term plan which involves continuous study of existing conditions and needs. A specific study under the plan embraced lighting conditions in the high-school building and resulted in the replacement of power cables and wiring and in the installation of new fixtures in insufficiently lighted rooms. Studies are being made of the painting condition of buildings, roofs, furniture, etc.

education and as may be necessary to fulfill the functions of his office."

The duties of the business manager are outlined as follows:

"The business manager is the chief officer concerned with the business division of school management. He is responsible, under the direction of the superintendent of schools, for the business program, including the keeping of financial and property records, the accounting for all fiscal transactions, the buying and distributing of supplies, the operation of cafeterias, and the constructing, operating, and maintaining of the physical plant. He shall be responsible for the nomination for employment and discharge of noncertificated employees of the business division, including caretakers, caretaker matrons, gardeners, and watchmen. He is responsible, under the direction of the superintendent of schools, for the organization and administration of all activities and records concerning the employment, promotion, absence, or dismissal of all noncertificated employees in the business division. He shall be an *ex officio* member of such committees of the board of education or committees authorized by it as affect the business division of school management. He or his representative shall have the duty and privilege of attending all meetings of the board of education; and he shall render such reports as it and/or the superintendent of schools may request. He shall have such other duties and responsibilities as may be assigned by the superintendent of schools."

In addition to the business manager supervisory officers are provided. These are the director of secondary schools whose responsibility is for the organization and administration of the junior college, the senior high schools, and the junior high schools; the director of elementary education who has charge of the organization and administration of the elementary grades; the director of adult schools who has charge of adult classes and of the evening high school; and the director of personnel who has charge of all activities and records concerning the employment, promotion, absence or dismissal of certificated and noncertificated employees in the educational offices.

Under the code the entire educational staff is directly in charge of the superintendent of schools. The business staff is in charge of the business manager who in turn is responsible to the superintendent of schools and through him to the board of education.

General Rules and Regulations

The general rules of the school board contain sections on: (1) The public and its relations to the schools; (2) the employment control and dismissal of all noncertificated employees. These latter rules include specific control of such factors as: (a) The citizenship of employees; (b) the general conduct; (c) their legal residence within the district; (d) residence previous to employment; (e) personal and professional service records; (f) leaves of absence; (g) sabbatical leaves; (h) leaves of absence for noncertificated employees; (i) dismissal; (j) conditions of continuous employment; (k) health control and quarantine; (l) payment during absences; (m) periodic health examinations; (n) summer service; (o) retirement because of old age; (p) outside employment.

Special sections of the general rules relate to the length of the school year, the special uses of buildings and grounds, and the transportation of pupils.

Separate complete articles outline the powers and duties of principals, of teachers, of pupils, and of caretakers. Principals are considered the chief administrative and supervisory officers of the respective school buildings for complete authority concerning the addition, examination, classification, and dismissal of pupils. They have full supervisory powers over teachers.

The regulations concerning the pupils define chiefly the duties of children with respect to attendance and absence, conduct and discipline, etc.

The entire code is written as a frame of action within which the greatest freedom and initiative possible are promoted. The spirit is intended to be distinctly democratic.

Long Beach School Administrative Code

The board of education of Long Beach, Calif., has formulated its rules and regulations into a definite administrative code and presented the same in a compact and illuminating public document.

The code proceeds upon the basic plan that "the government of the schools shall be vested in the board of education consisting of five members, who shall have been residents of the territory included in the district for two years next preceding the day of their election. The board of education is therefore the basic controlling body of the Long Beach City schools. It exists under and derives its powers from the constitution and statutes of the State of California and the Long Beach City Charter.

The general organization of the Long Beach City schools is that of a unified system with the superintendent of schools as the chief administrative, supervisory, and advisory officer. Educational and business activities are co-ordinated by him for the purpose of educating those enrolled in the schools.

Functions of the Board

The code then outlines the powers, function, and responsibilities in the following language:

"The primary functions of the board of education are legislative (policy making) and judicial. It is a legislative (policy making) and a judicial body, approving such recommendations as it judges to be for the best interests of the schools.

"The board of education shall hold the superintendent of schools responsible for the efficient administration and supervision of the schools. It is obligated to make provision for and safeguard funds which will enable the schools to be operated in accordance with the state school laws and

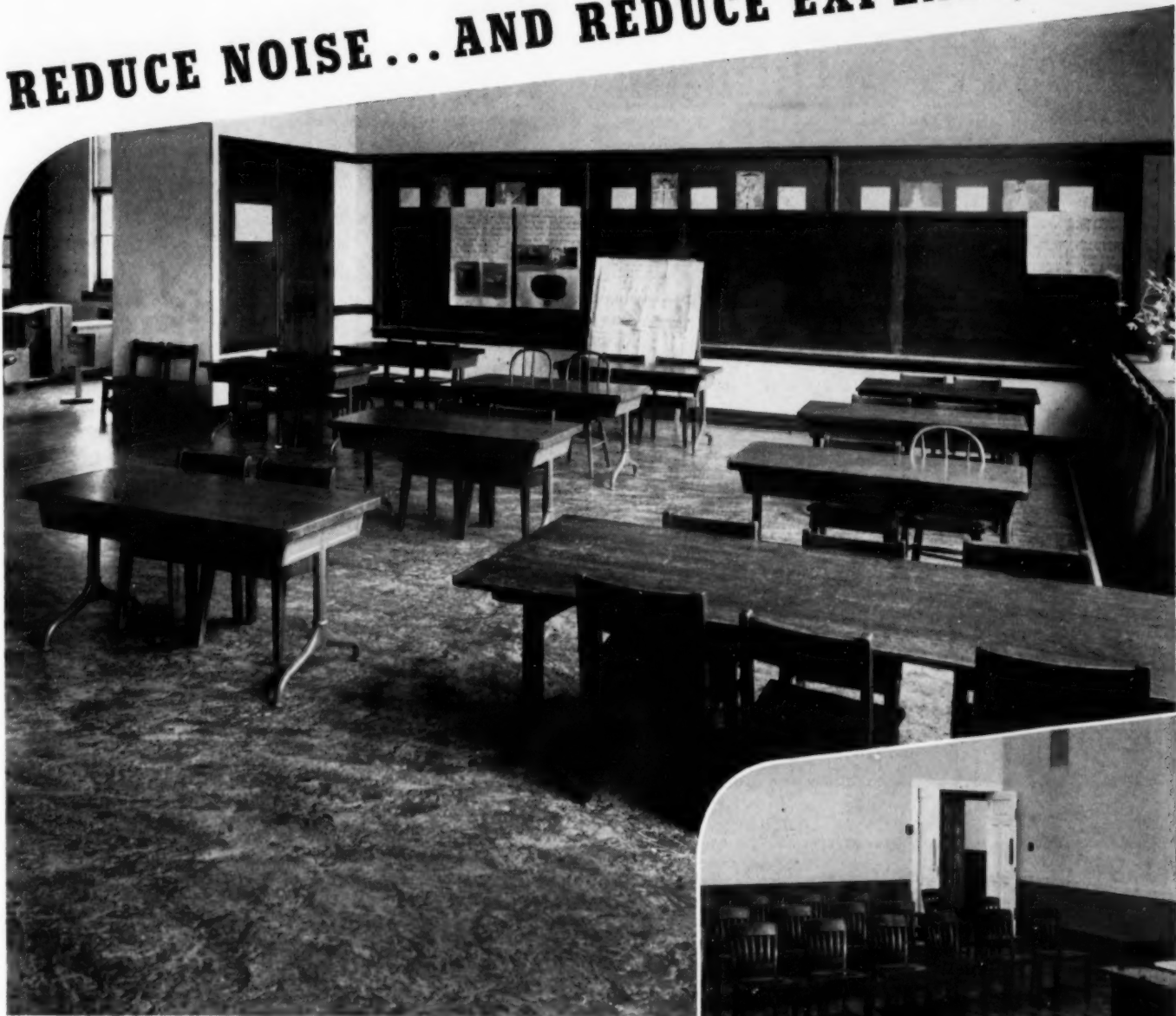
such rules and regulations as the board may have approved.

"The board of education shall exercise such additional powers, functions, and responsibilities as are given to it by law."

Duties of Superintendent and Manager

The code provides that "the superintendent of schools is the chief administrative, supervisory, and advisory officer of the Long Beach City schools with full power and responsibility under the sanction of the board of education for the proper conduct of the business and the educational program of the school districts. He shall prepare the annual budget and submit it to the board of education for approval not less than two weeks before the date that it must first be submitted to the county superintendent of schools. He shall recommend to the board of education for election by them all employees, both certificated and noncertificated, except in certain special instances involving noncertificated employees on a casual or temporary basis, when the board of education may delegate the power to recommend to the business manager or another administrative officer. He shall have the right to require that all reports or recommendations to the board of education from any employee shall have been submitted to him for his consideration prior to being presented to the board of education. He or his representative shall have the duty and privilege of attending all meetings of the board of education; and he shall have the right to speak upon all matters under discussion. He shall be an *ex officio* member of all board-of-education committees and of all other committees appointed by the board of education. He shall have such other powers and duties as may be approved by the board of

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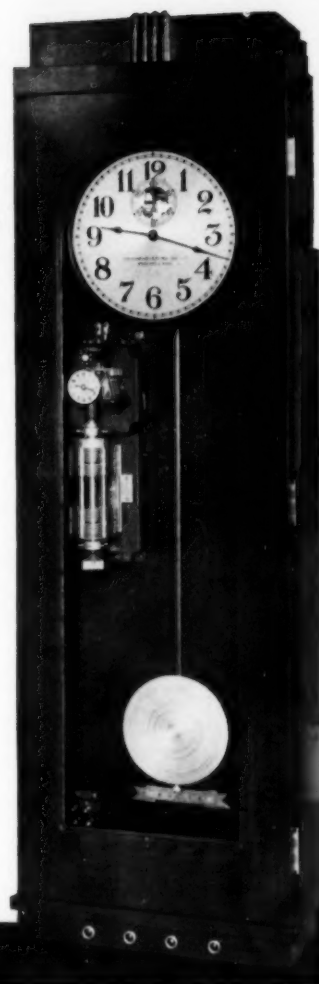
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School Finance and Taxation

Cleveland Schools Receive Share of Tax Money

Schools in Cleveland, Ohio, recently shared \$1,420,678 in tax funds allocated from the Ohio School Foundation Fund by the State Control Board. The board distributed a total of \$7,000,000 to city and exempted school districts for the quarter beginning September 1, under the Ohio system, through which the state pays a part of the cost of education.

In Cleveland the state pays approximately one third of the current expenditures of the schools. The state allocation to the Cleveland schools was \$1,055,214. Twelve independent school districts received \$350,008, and three rural districts were paid \$15,456.

FINANCE AND TAXATION

♦ The school district of Pipestone, Minn., issued school bonds to the amount of \$260,000, at an interest rate of 2½ per cent. They cover a period of 25 years. The purchasers of the bonds paid a premium of \$1,751.

♦ Council Bluffs, Ia. The school board has adopted a budget for the school year 1939-40 in the amount of \$678,959.41.

♦ Shreveport, La. The Caddo Parish school board has appointed a committee of three to investigate its financial records and to present a complete check on school expenditures, financial records, and methods of bookkeeping.

♦ Fort Worth, Tex. The estimated operating and maintenance budget of the schools for the year 1939-40 has been set at \$2,502,488. This is an increase of \$96,728 over 1938 and is based on 82 per cent collection of taxes.

♦ Belleville, Ill. The school board has adopted a budget of \$286,000 for the year 1940. The amount provided for the previous year was \$169,000.

♦ San Antonio, Tex. The total budget of the school board for the year 1940 is \$2,974,753. This includes \$214,000 due the local school district from the state per capita fund, and \$106,000 in cash reserves as available funds. An automatic increase of \$65,000 in teachers' salaries raised the disbursement figures \$48,000 over the estimate for the last year's budget. The local school depository bank has agreed to make all short-term loans at 2.4 per cent.

♦ Waterloo, Iowa. The west-side school board has adopted a budget of \$402,022 for the year 1939-40. This is an increase of \$3,460 over the estimate for 1938-39.

♦ Cranston, R. I. The school board has adopted a budget of \$728,386 for the school year 1939-40.

♦ Monroe, Mich. The school board has adopted a budget of \$429,385 for the school year 1940. The amount for the previous year was \$412,000.

♦ Mt. Sterling, Ky. The Montgomery Fiscal Court has increased the school tax levy from 42 to 48 cents per each \$100 of valuation. The increase was requested by the State Board of Education in order that the local school systems might meet the salaries and other expenses.

♦ Muskegon, Mich. The school systems of Muskegon, Muskegon Heights, and North Muskegon have been compelled to borrow funds to meet the shortage of state revenues. The money will be used to meet expenses until the December tax money comes in.

♦ Full pay for the first four months of the new school term has been assured the teachers of Georgia by the State Board of Education. Since the state can finance only four months this year, the board has started paying teachers in September instead of October. Counties which have had to finance the first month will have until January to liquidate debts incurred to bolster faltering terms last year when the state lacked \$4,000,000 of meeting its pledge.

♦ During the spring of 1939, the board of education at Eagle Grove, Iowa, refunded \$77,-

000 of bonds which had been drawing 5 per cent interest. The new bonds will run serially for seven years and will cost slightly less than 1½ per cent interest per year.

The board of education in May, paid off \$22,000 of outstanding bonds, and is building up a balance annually for building and ground repairs, extensions, and replacements. It is expected that in 1947 when the final payment on the present bonds expires, the school district will have a cash balance of \$42,656.92 in its building fund.

Mr. C. L. McDowell, superintendent of schools, in reporting on the happy financial situation of the district, has urged that the annual tax rate be continued so that a cash fund may be built up as planned.

♦ Hutchinson, Kans. The board of education has adopted a school tax levy of 16.473 mills, which will raise \$474,356 for school purposes in 1940. This is an increase of \$11,747 over the amount for 1938-39. The increase in levy was made necessary because of a decrease in the valuation of the district.

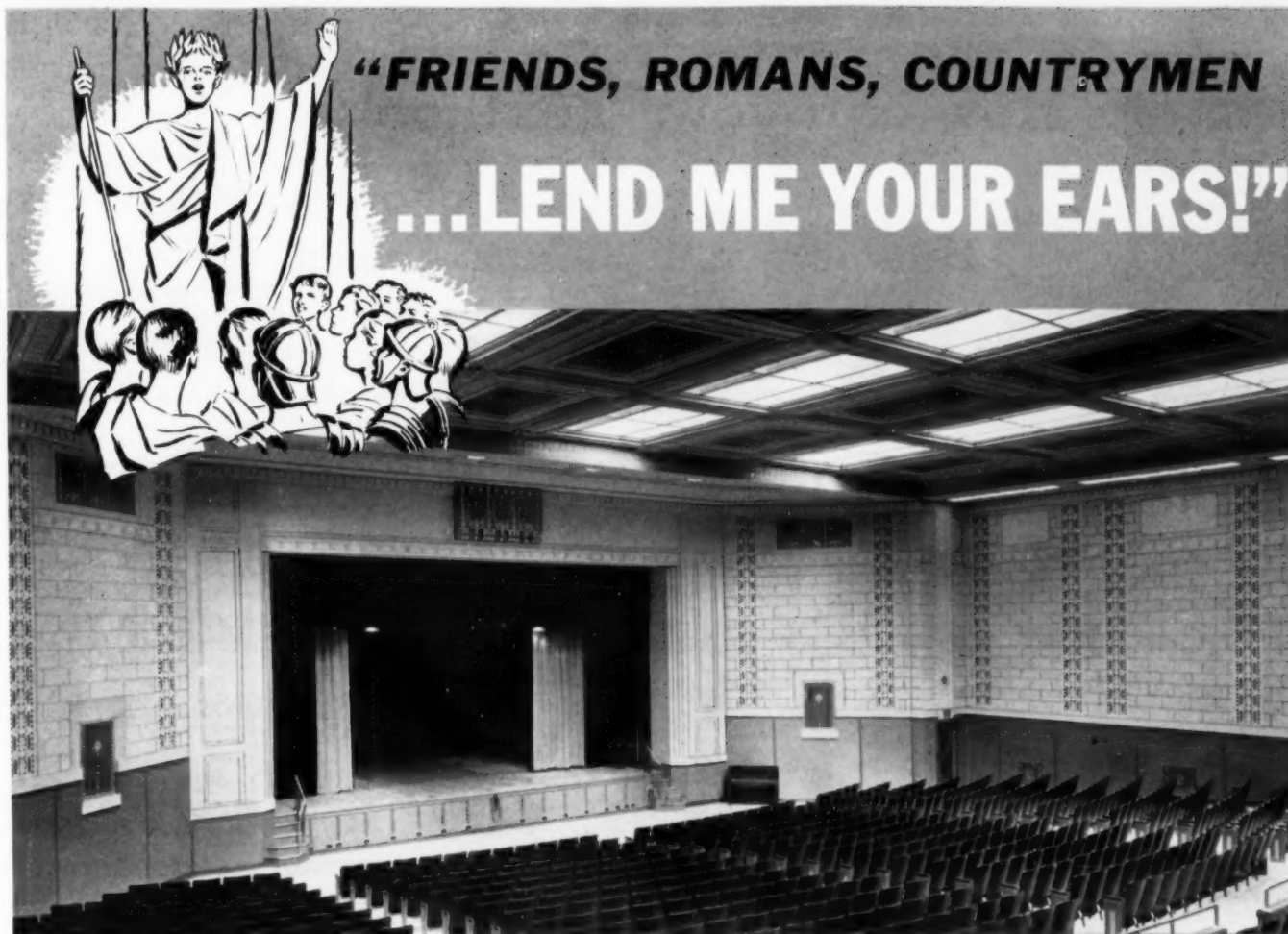
♦ Lubbock, Tex. The school board has adopted a budget of \$366,861 for the school year 1940, which is an increase of \$27,730 over the amount for 1939.

♦ San Angelo, Tex. A budget of \$393,977 has been adopted for the schools for the year 1940. This is an increase of \$75,754 over the year 1938-39.

♦ Sherman, Tex. The budget for the school year 1940 has been set at \$174,966. The amount for 1939 was \$178,703.

♦ New Orleans, La. The school board has adopted a budget of \$5,098,437 for the schools in 1940. This is an increase of \$122,475 over the amount for 1938-39, and is the largest budget in the history of the schools.

♦ Augusta, Ga. The school board has approved an economy program to effect a saving of \$50,000 in the 1940 budget. The principal saving was the elimination of kindergartens, which cost \$20,000 a year.



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School Administration News

SCHOOL FARM ESTABLISHED

A new departure in the public schools of Yoakum, Tex., is the establishment of a school demonstration farm of 110 acres, which will serve a dual purpose in schoolwork. The farm will be used to demonstrate better agricultural practices and will be manned by underprivileged boys and girls from rural sections who will use this means of working their way through high school.

The project which is known as the Caldwell Demonstration Farm, was started through a gift by Mr. and Mrs. A. P. Caldwell, of San Antonio, and by liberal donations coupled with a grant by the Work Projects Administration.

The buildings include a farm manager's residence, a barn, and a dormitory. The grounds have been terraced and fenced.

The demonstration farm offers an opportunity to some fifteen or twenty boys to gain a high-school education while working on the farm. Under the program the chosen students will attend school half time and work half time on the farm. All students of the agricultural classes will enjoy demonstrations at the farm and will be transported to and from the farm by school buses.

SCHOOL ADMINISTRATION

♦ Graduate students in the Rock Island, Ill., Central High School may be admitted to a newly established class in retail salesmanship. The course is conducted on a cooperative basis under the George-Dean act.

♦ An extension fee of two dollars and a half for each term is being charged each pupil in the Monroe, Ga., schools at the direction of the board of education.

In order not to work too great a hardship on some parents, the board of education has adopted a rule that no family will be required to pay fees for more than four children, making a maximum

payment for the year of twenty dollars. The fees are made necessary because of the state's failure to pay its expected distributive fund.

♦ In November, 1939, Ohio voters will pass on a constitutional amendment proposing the establishment of a state board of education. The board is to be appointed on a nonpartisan basis and is to have authority to select a state commissioner of education as its executive officer. The entire department of education is to be removed from the sphere of political influence. A study made for the legislature reaches the following conclusion:

"Ohio, unlike most states, does not have a state board for the general supervision and control of the most important and largest levels and phases of education; namely, elementary and secondary. Ohio needs such a board to serve as the chief school authority of the state and to give supervision to the state department of education. This need has become more evident than ever during recent years because of the millions of dollars of state aid which have been provided through the school foundation program, and because of the many new functions which have been delegated to the state department of education."

♦ Apprentice classes for indentured boys in the established trades, have been opened in the Davis Vocational School, Grand Rapids, Mich.

♦ The rural high schools of Shawnee County, Kans., permit students who move from one district to another to complete their schoolwork in the original school which they have attended. The arrangement is reciprocal and involves no tuition where an even exchange in the number of pupils is possible.

♦ The school enrollment in Rock Island, Ill., has increased by 1,172 during the past 20 years, according to Supt. Earl H. Hanson. In 1919-20 the high-school enrollment was 480, while the present classes in the senior high school exceed 1,200. The grade-school enrollment has grown from 4,928 to 5,699. The only year showing a loss was 1931-32 when 5,505 were in attendance in the elementary classes.

♦ The board of education of Wyoming, Ill., recently received bids for bus service, the figures ranging between 17½ and 27 cents per mile. The buses employed average 50 miles a day.

♦ Hot Springs, Ark. The school board has asked the parents of pupils to pay one month's tuition in order to maintain the nine months' school term.

♦ The Houston, Tex., board of education has ordered that parochial-school pupils be carried in the school-district buses where no additional expense is incurred.

♦ The high-school board of education at Eldorado, Ill., has adopted a textbook rental plan. This will be carried on by placing the books in charge of local dealers. Pupils who own their own books will not be required to rent, the plan being made available on a voluntary basis.

♦ A number of county boards of education in Kansas have entered into a campaign against nocturnal petting parties held in automobiles on school grounds. While it is held illegal to park on any road without lights the action of the authorities is based upon the question of trespass on school grounds.

♦ At the invitation of the National Broadcasting Company, a group of educators attended a summer workshop in radio education at the NBC Radio City headquarters in New York City. During the sessions from July 10 to August 4, 55 educators made a specialized study of education in radio. The addresses and discussions all centered on the practices, problems, and policies of network broadcasting, especially those which relate to educational and public service programs. Mr. Walter J. Preston, Jr., presided at the sessions and solicited criticisms and suggestions from those in attendance.

♦ LaSalle, Ill. A program of physical education will be carried on in the public schools, under the direction of Mr. John A. Roach, who has been engaged as supervisor. The work is to include medical examinations, health instruction, and gymnastic work and play. Safety instruction will be correlated with the health instruction.

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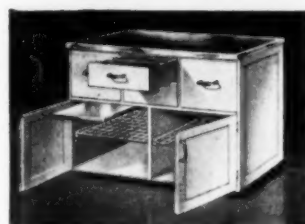
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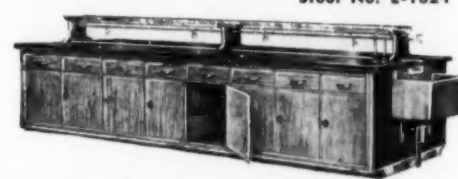
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♦ Mr. Aubrey Williams, administrator for the National Youth Administration, has reported that during the month of July the number of youths placed in private employment through the Junior Placement Service, was nearly twice as great as the number placed in July, 1938. A total of 8,679 placements were made in July, 1939, as compared with 4,368 for the corresponding month a year ago.

Special employment services for youth have been provided in 144 cities in 41 states as a result of N.Y.A. work. In 30 of the cities state employment services have assumed part or all of the financial responsibility. State employment services have opened junior employment divisions in 51 cities following N.Y.A. procedure, but supported by their own funds.

♦ A special feature of the schools of Norfolk, Nebr., is the unclassified room for maladjusted pupils from all over the system. They are given work, which is in line with their ability in the various subjects studied, and are helped individually by the teacher. One hour each day is spent in the industrial shop. The girls receive instruction in home economics.

The schools have available the services of two psychiatrists. These men, who have been especially trained in the field of psychiatry, serve without pay, and are officially connected with the Norfolk State Hospital. They are available at the request of the school staff to assist parents and teachers with special problems. Many maladjusted pupils have been benefited through the service.

♦ Sioux City, Iowa. Supt. L. W. Feik, in a communication to the school faculty at the opening of the fall term, made the following suggestion: "We are very anxious this year that every child who was in school last year and was not graduated from high school shall have an opportunity to continue his school career. Therefore, we are asking that all principals, in particular the junior-high- and senior-high-school principals, make a very careful survey of the list of pupils who have not returned to school

this fall. Every effort possible should be made to obtain the reason why the pupil has not returned to school.

"It is the duty of educators to see that every one who desires an education shall receive one if it is humanly possible. Principals should not leave this work entirely to the attendance officer."

♦ New York, N. Y. Teachers in the city schools meeting their classes for the first time at the opening of the new semester, were given instructions to cultivate in pupils "a love of country and loyalty to democratic ideals." At the same time they were admonished not to let personal sympathies for either side in the present conflict color their teaching and to be "on guard not to encourage hatred or unreasoning passion." President Marshall of the board of education issued a statement containing an appeal for neutrality.

♦ Petersburg, Va. The Negro schools of the school system have been reorganized on the plan of an elementary-junior-senior high-school organization, conforming to the organization which has obtained in the white schools since 1927. The Peabody High School, which had formerly been operated as a four-year high school, now operates as a three-year senior high school. The Henry Williams elementary school has been reorganized as a three-year junior high school.

♦ Norfolk, Nebr. Upon recommendation of Supt. A. P. Burkhardt the board of education has created two new departments, visual education and guidance, each in charge of a part-time director.

♦ Vassar, Mich. The school board has introduced a new textbook rental plan for the school year. Under the plan, textbooks will be made available on a rental basis to pupils whose parents approve the plan. Parents who are not favorable to the plan may provide textbooks for their children as in the past.

♦ Nunica, Mich. New courses in general shop woodworking for boys and foods and home-

making for girls, have been added in the high school. Mathematics for everyday use will be offered in the ninth grade, to replace the algebra course.

♦ Racine, Wis. The school board has approved the plan of Supt. W. C. Giese, for the introduction of the annual promotion plan in the schools. The action of the board will displace the semiannual promotion system, inaugurated twenty years ago.

♦ Island Pond, Vt. Under a new rule of the school board, postgraduate students will not be accepted for high-school enrollment, except by special permission of the board.

♦ Chairman Smith of the Boston, Mass., school board has proposed a shortening of the school year by two weeks, so that the term would run from September 15 to June 15.

♦ El Reno, Okla. Children who will be 6 years old during the first semester were permitted to enroll in September. Under a recent legal ruling, children under 6 years on September first have no legal right to attend school until the following September.

♦ Fostoria, Ohio. The school board has adopted a budget of \$203,812 for the school year 1940. The budget calls for \$168,000 for operating expenses, which is a slight increase over the figure of \$166,084 for 1938.

♦ Campbell, Ohio. A budget of \$246,400 has been adopted by the school board for the year 1940. This is an increase of \$16,340 over the amount for 1938-39. Of the total, the budget provides \$166,400 for the general fund, and \$80,000 for the bond-retirement fund.

♦ Oklahoma City, Okla. A blanket 15 per cent salary reduction for school employees, or an eight months' school term faces the schools of the city. The action has been proposed to meet a reduction of \$353,957 in school funds ordered by the county excise board.

♦ Stamford, Conn. The school board has asked the personnel committee to make a survey of the athletic curriculums to insure more and better control over athletic programs.

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DETROIT SCHOOLS REPORT GAINS

With the opening of the public schools of Detroit, Mich., on September 6, the school plant was increased by the addition of an auditorium, a gymnasium, and several new classrooms at the Mackenzie, Denby, and Pershing high schools. Classrooms were also added to the Schulze and White elementary schools. The Stratford School, closed for some time, has been reconditioned for occupancy by the schools. The Isaac Crary School, a new elementary school, has been opened to 420 pupils.

Of this year's registration, 17,000 have enrolled in the kindergarten; 120,000 in the elementary schools; 60,000 in the intermediate schools; 9,000 in the special classes; and 7,500 in Wayne University. While the enrollment in the kindergarten and elementary schools has shown a slight decrease, the number of pupils registered in intermediate and high schools has indicated marked gains.

This year's building program represents a minor part of the expansion necessary to meet the greatly overcrowded conditions in certain sections of the city. More than 1,600 elementary pupils are on half-day sessions with the opening of schools, and 3,300 pupils are housed in temporary quarters. In the high schools, 23,000 pupils are on double sessions, with some of the high schools operating from 8:00 o'clock in the morning until 4:00 or 5:00 in the afternoon. The evening schools opened on September 11, with more than 200 courses in various subjects.

SCHOOL-BUSINESS OFFICIALS WILL MEET IN CINCINNATI

The officials of the National Association of School-Business Officials have completed the tentative program for the convention of the Association, to be held in the Hotel Netherland Plaza, in Cincinnati, Ohio, October 16-20. The topic for discussion will be "Business Management in Smaller Cities."

A special aspect of the general topic has been selected for each program. The Tuesday program will take up "Business Management," "Tests and Testing," "Finance and Accounting," and "New Construction and Building Maintenance." On Wednesday morning the program will center around the topic "Professionalization of School-Business Management." The annual banquet will take place on Wednesday evening. On Thursday the speakers will discuss "Common Business Problems," "Business and Educational Interrelationships," "School Buildings and Grounds, Planning and Maintenance."

Among the speakers who will appear on the program at the sectional meetings are George L. Yelland, Alhambra, Calif., who will discuss "Inventory Systems for Schools"; C. F. Potter, Boise, Idaho, who will talk on "Banks as Salary-Paying Agencies"; H. L. Sutherland, Lawrence, Kans., who will talk on "Relationship of Business Management in Smaller Cities to Educational Function of Schools"; Ruel E. Daniels, Belleville, N. J., who will discuss "Janitor Schools"; John Baumgartner, Davenport, Iowa, who will discuss "Practical Tests for Purchasing in Smaller Cities"; C. L. Crawford, Muskegon, Mich., who will take up "Cooperative Testing"; Earle F. Opie, Chicago Heights, Ill., who will discuss "A Seller's Code of Fair Specifications for Supplies and Equipment"; C. A. Danford, Wheeling, W. Va., who will talk on "The Purchasing Agent's Relations with and Responsibilities to Other Departments"; Joseph L. Ernst, Rochester, N. Y., who will discuss "Tests for the Purchase of Janitor Supplies"; Wallace C. Kirk, Baltimore, Md., who will talk on "Specifications for the Purchase of Paints"; R. W. Boedecker, Philadelphia, Pa., who will take up "Soap Specifications"; Alexander M. Sullivan, Boston, Mass., who will talk on "Finance Problems Confronting Municipalities"; Oscar F. Weber, Urbana, Ill., who will discuss "School Organization and Finance in the States"; Douglas E. Scates, Durham, N. C., who will take up "School Accounting Codes"; H. H. Young, At-

lantic City, N. J., who will discuss "Accounting for Extracurricular and Activity Funds"; Arthur W. Schmidt, Albany, N. Y., who will talk on "Uniform Accounting Systems for Student and School Funds"; Emery M. Foster, Washington, D. C., who will talk on "Handling of Debt Service Items from the Standpoint of Uniform Reporting."

At the Thursday sectional meetings E. T. Peterson, University of Iowa, will speak on "Working Relationships Between Educational and Business Administration"; R. H. Park, Lincoln, Nebr., will discuss "Cooperation of Teachers and Pupils in Care of School Property"; Ben G. Graham, Pittsburgh, Pa., will talk on "The Pittsburgh Salary Plan"; Francis C. Buros, White Plains, N. Y., will discuss "Custodian Load and Educational Service"; Ernest C. Ball, Memphis, Tenn., will talk on "Economics of Teacher-Pupil Ratios"; I. O. Griswold, St. Paul, Minn., will discuss "Planning Locker and Shower Facilities for Physical Education"; John W. Brown, Elizabeth, N. J., will talk on "School Plant Maintenance"; G. S. Adams, Windsor, Ont., Can., will speak on "High Costs of Obsolescence in Plant Equipment"; Samuel R. Lewis, Chicago, Ill., will discuss "Complete Air Conditioning in an Educational Building"; N. E. Viles, Jefferson City, Mo., will talk on "School Lighting and Lighting Standards."

♦ Supt. Harold G. Campbell, of New York City, has invited all members of the city teaching and supervising staff earning \$5,000 or more a year to take voluntary salary cuts of 5 to 10 per cent as a means of easing the school-budget shortage. Members of the board of associate superintendents have agreed to take salary cuts of 10 per cent, and Superintendent Campbell has agreed to take a cut of 15 per cent. If all comply with the request, approximately \$450,000 will be saved toward a shortage of \$8,300,000 in school funds.

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School Law

DISMISSAL OF TEACHER FOR "INCOMPETENCE"

The Pennsylvania State Supreme Court, in a ruling in the case of *Horosko v. The School District of the Township of Mt. Pleasant*, has rendered a decision that school boards may dismiss teachers for incompetence. In its opinion, the court held that the words "immorality," "intemperance," and "incompetence" as they appear in the school laws must be considered in their ordinary meaning, restricted however by the special circumstances which the law and the school situation may require. The ruling indicates that a teacher must expect to follow certain rules of conduct which may not be demanded by other occupations but which will set an example, particularly to the children.

The Supreme Court received the appeal from the order of the Superior Court, which had reversed the local Court of Common Pleas in affirming the action of the school board in discharging the teacher. It appeared that the difficulties between the teacher and the board had grown out of her conduct with respect to a restaurant maintained by her husband to whom she was married in the course of the school year, even though she retained her maiden name. In the restaurant which was about 125 feet from the school, she sold beer, played dice, and instructed customers in the use of a pinball and slot machine. In her suit she argued that this was done out of school hours.

The court, in its ruling, held that the teacher could be dismissed because her conduct came within the provisions of sections 1205 and 1126 of the school code, which sets up as valid causes for dismissal immorality, incompetence, in-

temperance, and other causes. The court held that a teacher might be considered immoral or intemperate, even though she is not guilty of any deviation from sex morality, but merely gives an example of conduct that offends the morals of the community and is a bad example to the youth whose ideals a teacher is supposed to foster and to elevate. Nor need intemperance be confined strictly to overindulgence in alcoholic liquors; temperance implies moderation, and a person may be intemperate in conduct without being an alcoholic addict. The court held that the teacher could be considered incompetent in the sense that she lacked ability or fitness to discharge her required duty. In the course of the trial it was brought out that the county superintendent rated the teacher 43 per cent efficient.

SCHOOL LAW

♦ The attorney general of Louisiana gave it as his opinion that a member of a cotton committee under federal authority may legally serve as a member of a board of education. The law forbids the holding of two offices. The attorney holds that a cotton committee member is an employee and not a public officer.

♦ A new free textbook law, in effect in West Virginia, provides that "upon application of the proper authorities of any private school" county boards of education may "provide textbooks for the use of pupils therein in like manner as if such pupils were attending the free schools." The law says that textbooks adopted by the state board of education shall be provided free to pupils whose parents, in the judgment of the county board of education, are unable to provide them.

♦ A new law enacted by the Wisconsin legislature, provides that all school buses must be painted red, white, and blue. The law states that all visible parts of the chassis and two fifths of the body must be painted red, the middle one fifth white, and the upper two fifths blue. The question which has arisen with school authorities

is whether hired buses come under the provisions of the law and, if so, whether public funds may be expended to pay the cost of painting.

♦ School boards in Michigan have no right to charge rural pupils a \$5 textbook fee, according to a ruling recently made by the Circuit Court of Bay County.

The opinion was given in a case in which the Bay City school board was named defendant in a suit brought previous to the end of the school year. The suit was brought by Earl Goodman, county school commissioner, and several rural residents who protested the \$5 textbook fee.

The court held that the school board was in the wrong in charging the rental fee but added that they might include the cost in the regular tuition fee charged rural pupils.

♦ Attorney General Jack Holt, of Arkansas, has ruled that school boards in Arkansas are personally liable for injury to children being transported on school buses when such injury is the direct result of actual negligence of the school authorities.

A court decision in Dallas County recently, holding the driver of a school bus and the school directors liable in an injury case, caused many school officials to seek information. The opinion has somewhat clarified the situation existing in the state, which had caused a great deal of concern among school directors. Commissioner of Education T. H. A'ford has suggested that it would be wiser for school districts to more closely observe the state department's rules for the safety of school buses and thus avoid the payment of huge premiums for liability insurance.

♦ Attorney General Thomas Read of Michigan has recently ruled that boards of education are not responsible for injuries to children in the classrooms. The opinion was given at the request of Mrs. Blanche Callahan, of McMillan, whose daughter suffered the loss of one eye when struck by a wad of paper shot from a rubber band by a pupil.

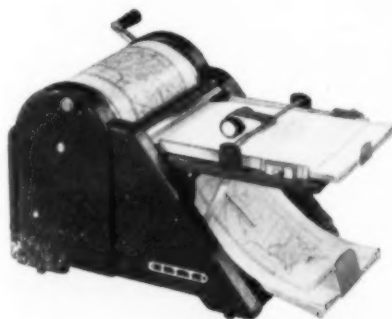


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New Books

Social Service and the Schools

A study prepared by the Educational Policies Commission, under the leadership of Chairman Alexander J. Stoddard. Paper, 147 pages. Published by the National Education Association, Washington, D. C.

The relations between public education and other public social agencies is an outstanding phenomenon of this decade. The volume here presented is timely.

The authors discuss with considerable thoroughness the social services now exemplified in American life and those which have come within the purview of the school authorities. Thus, in the several chapters, the library service, recreation, health, and welfare programs are analyzed and discussed.

The pivotal chapter deals with general policies in the administration of social services. Here the caution is advanced that reorganization and coordination must ordinarily be effected from time to time if overlapping responsibilities and duplicated services are to be obviated. A qualified personnel is deemed a vital factor in attaining success. Changes in conditions bring opportunities for reorganization. The following paragraph is emphasized: "The principle of constructing social service programs in such a way as to dignify the status of the home and family life is not only sound public policy but essential to the achievement of democracy."

The later parts of the study aims to ascertain to what extent the school systems are now allied to the cause of social service. While most schools provide health instruction and some manner of health supervision for teachers and employees, variations become apparent when it comes to health examination, medical attention, control of communicable disease, and the like.

Here the authors hold that, while it is up to the schools to determine the health status of pupils and teachers, the matter of medical attention is a matter for the home. Whether the health service should be under the direct control of the schools, or should be left to a general health department of the community is not commonly agreed upon. The question of dual or centralized control arises. Where the schools have not assumed the health service but have co-operated with established health authorities, reasonably satisfactory results have been obtained.

While the library interests bear a direct relation to the schools, the control of the same is usually centered in the local public library. Several of the larger and medium-size cities maintain well-equipped school libraries. Public playgrounds are in the main under park or recreational departments, while the school authorities maintain a cooperative attitude toward them.

The inference to be drawn from this study is that actuated with a progressive impulse. The school authorities are inclined to burden themselves with social service which can be better performed by other agencies. There can be no doubt that the schools have an obligation in the matter of health, recreation, and general welfare, but there is a limit to what they can do, and what can be more efficiently done by other local agencies.

Applied Mathematics

By James F. Johnson, M. A. Cloth, vi + 434 pages. Price, \$1.40. The Bruce Publishing Co., Milwaukee, Wis.

This book which is quite different from most texts of its kind, meets the needs of a course in the practical application of elementary mathematics to the common everyday problems in industrial activities.

The instructional material and the 1100 and more problems meet the full requirements for elementary mathematics in the building trades,

including carpentry, cabinetmaking, lathing, plastering, paperhanging, sheet-metal work, brick and mason, and concrete work; the printing trades; the machinist and tool making trades; the auto-mechanics trades; and the general factory type of work.

The work is organized on the unit basis for classes on the high-school and the beginning vocational-school level. The approach throughout is that of the practical shopman who must understand the fundamental mathematics of the trades and use its principles in connection with a wide variety of everyday situations. For solutions of problems he must read sketches and drawings, he must know and apply a wide variety of common formulas and equations, and he must develop a strong ability to see and use numerical relations. All these skills and attitudes the book seeks to apply.

The American Way of Life

By George E. Sokolosky. Cloth, xx-188 pages. Price, \$2. Farrar & Rinehart, Inc., New York, N. Y.

This is a plea for advertising and its value in improving business and raising living standards in the United States. It would be more convincing if it were more clearly critical of the evils and abuses of advertising and if it pointed ways and means of making this fine force more truthful and less wasteful.

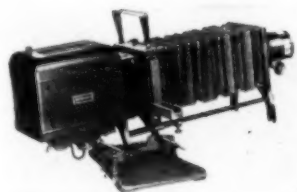
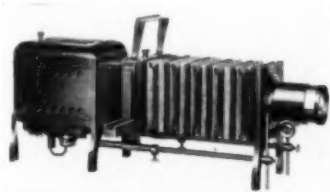
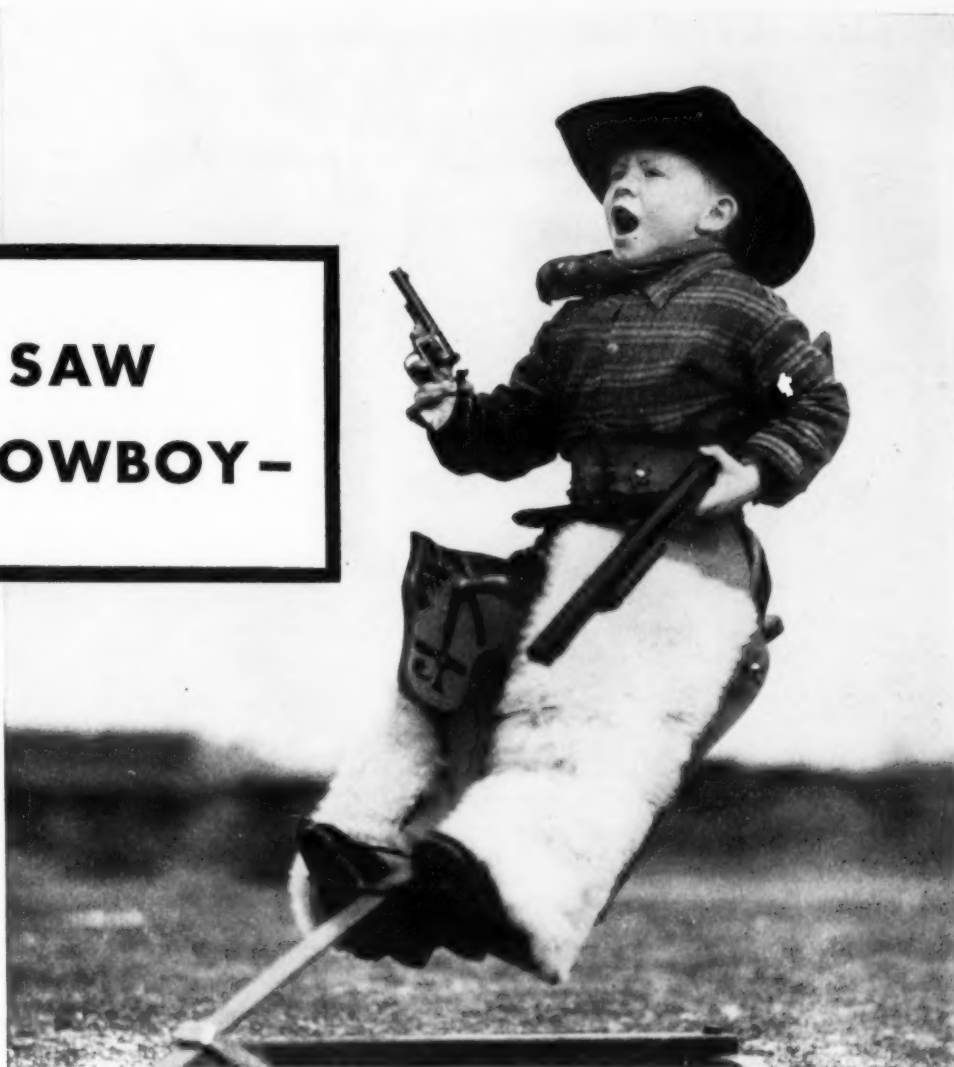
Bob the Pioneer

By S. M. Barrett. Cloth, 186 pages. The Hawlowe Publishing Company, Oklahoma City, Oklahoma.

Bob Wright's parents were among that sturdy army of early pioneers who traveled west from the hills of Tennessee to settle the rolling prairies of western Missouri. As a boy of ten he made the hazardous journey with his parents and grew to be a sturdy scout on the Santa Fe trail. For children in the upper grades, the author spins a stirring tale which provides an accurate picture of an important period and of most interesting

(Concluded on page 70)

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(Concluded from page 68)

types of early Americans. Descriptions of living conditions, of hunting and farming activities, of Indians and scouts and hunters—all reflect the author's close study of a country in which he has spent a long life and has contributed to the upbuilding of the school system.

Jim and Judy

By Arthur I. Gates, Miriam B. Huber, and Celeste C. Peardon. Cloth, 154 pages. The Macmillan Company, New York, N. Y.

This primer of the "New Work-Play Books" makes reading a truly happy, broadening experience, in which reading abilities are awakened and skills are developed in due sequence. The vocabulary is 146 words. The teacher's manual is cleverly included in the teachers' edition.

Tests and Measurements in the Improvement of Learning

By Ernest W. Tiegs. Cloth, 490 pages. Price, \$2.75. Houghton Mifflin Company, Boston, Mass.

The purpose of this book is to help teachers to prepare and/or use valid tests and measurements of the educational program and of the instruction which they have provided.

Commercial Law

By Thomas S. Kerr. Cloth, xvii-392 pages. Price, \$1.60. The Macmillan Company, New York, N. Y.

The broad range of what is commonly called business law is embraced in the forty-two chapters of this text for high schools. The thirteen main units of the book take up contracts, agency, sales, negotiable instruments, partnerships, corporations, real property bailments, common carriers, insurance, master and servant, torts, surety and guaranty.

The author writes with the logic and directness that we have come to associate with the best treatises on law; he writes also with the clarity and simplicity that is necessary in a text for boys and girls in their teens. The method of the book is a combination of the case method to

which law schools adhere and the problem method which teachers of social sciences have found effective for developing thoughtful understanding of principles in their practical aspects. Each chapter includes thought questions as a means of the topic discussed.

Without Machinery

By Paul R. Hanna, Gladys L. Potter, and William S. Gray. Cloth, 288 pages. Price, 92 cents. Scott, Foresman & Company, Chicago, Ill.

This is a children's book, beautifully illustrated, which tells stories about people who make things without the use of machinery. Naturally, the three authors carry their young readers into foreign lands where boats, houses, and clothes and many other things are made out of materials found within the reach of the natives. They employ tools but no machinery. The scenes are laid among the Lapps in the icy north, among natives on the River Nile in Africa, among Chinese and among our native Indians, etc.

The last chapter in the book addresses itself to the teacher, outlining the use of the text in the classroom.

The Arithmetic of Business

By Frank J. McMackin, John A. Marsh, and Charles E. Baten. Cloth, 486 pages. Price, \$1.48. Published by Ginn & Company, Boston, Mass.

The authors of this arithmetic base their studies upon actual transactions as they obtain in the business world today. Thus, the examples they present not only afford a training in arithmetic as such but also very practical contacts with the business dealings of a modern day.

The student is carried from a classroom into a business office and brought into touch with things that are really done. Many lessons are presented which bring questions of business discounts, commissions, profit, loss and depreciation, interest, promissory notes, and exchange to the foreground.

In modern business, there are various forms of ownership. Corporate securities savings institutions, taxes, all play a part. The questions of installment buying and insurance constitute an intricate part in the commercial world. It is, all in all, an up-to-date textbook and will render timely service.

Perspective Made Easy

By Ernest Norling. Cloth, xiv-203 pp. Price, \$1.40. The Macmillan Company, New York.

The title of this book is surprisingly and satisfyingly accurate. The book develops a step-by-step method for learning the basis of correct drawing and does so mainly by the use of illustrations rather than by extended text. The book will be equally effective in mechanical drawing and in general art classes at the high-school level.

The Nations Today

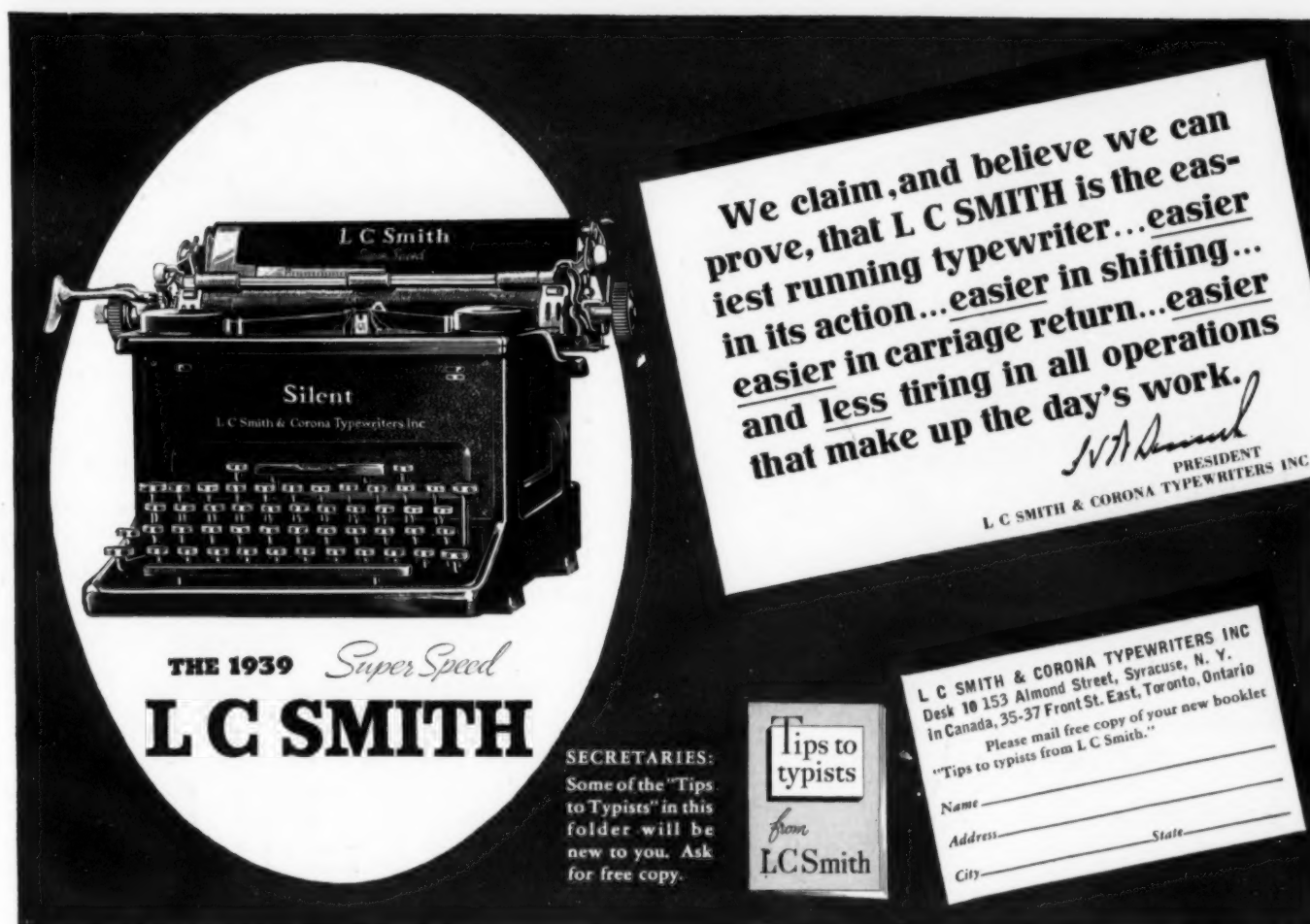
By Leonard O. Packard, Charles P. Sinnott, and Bruce Overton. Cloth, 710 pages. Price, \$2. The Macmillan Company, New York, N. Y.

The teaching of geography in high schools which was formerly limited almost exclusively to the commercial and industrial aspects of the subject, has been broadened in recent years so that it has become in every sense a social-science subject. The present book recognizes this fact but emphasizes particularly the physical, industrial, and commercial aspects of the important countries of the world. Throughout the work, geographic phenomena, agriculture, mining, industrial activities, commerce and trade, are discussed in terms and in comparison with situations in the United States.

In City and Country Units

By Nila B. Smith and Elizabeth H. Bennett. Six pamphlets, 16 pages each; price, 12 cents each. Silver, Burdett & Company, New York.

These unit readers take up such topics of child interest as Big, Black Crow, Robins, Mr. Long's Garden, The Story of Wheat, About Camels, Gray Elephant.



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MR. BROTHERSON PROMOTED

At 22 years of age in 1924 Lewis H. Brotherson was made superintendent of buildings and grounds for the Kansas City, Kans., school system, then one of the youngest school business executives in the United States. Today, at 37, he is business manager of the board of education of the largest school system in Kansas, being elected to that position on August 7 of this year.

The new position of business manager is a step that has been long planned by school officials in Kansas City, Kans., for a greater efficiency and economy. It was created to place under one authority all of the business of the board. Prior to this there was a three-way setup in the school system that often conflicted, there being a superintendent of schools, Dr. F. L. Schlagle; a clerk and purchasing agent, George Widder; and the superintendent of buildings and grounds, the position then held by Mr. Brotherson.

In 1937, planning the step which was taken recently, the education board of six members voted Mr. Brotherson the right to purchase all maintenance materials. The next year it increased his purchasing power to include school supplies as well. At the August 7 meeting it gave him the title of clerk to meet statutory requirements and the position of business manager, thus leaving Dr. Schlagle as superintendent of schools and relieving Mr. Widder of any responsibilities.

Concerning the position of business manager the bylaws read: "The business manager shall be executive officer of the board of education in all business matters and in all matters pertaining to the construction, maintenance

and operation of buildings, grounds, and equipment."

Under Mr. Brotherson are seven department heads, all responsible to him. They are (1) an auditor, in charge of the principal records of the board; (2) a purchasing agent; (3) a shop superintendent, who is director of repair and personnel; (4) a chief shop clerk, who is in charge of records pertaining to repairs; (5) a supply clerk, who is in charge of the store-room; (6) a chief engineer, and (7) a chief custodian.



Mr. Lewis H. Brotherson
Business Manager, Board of Education,
Kansas City, Kansas.

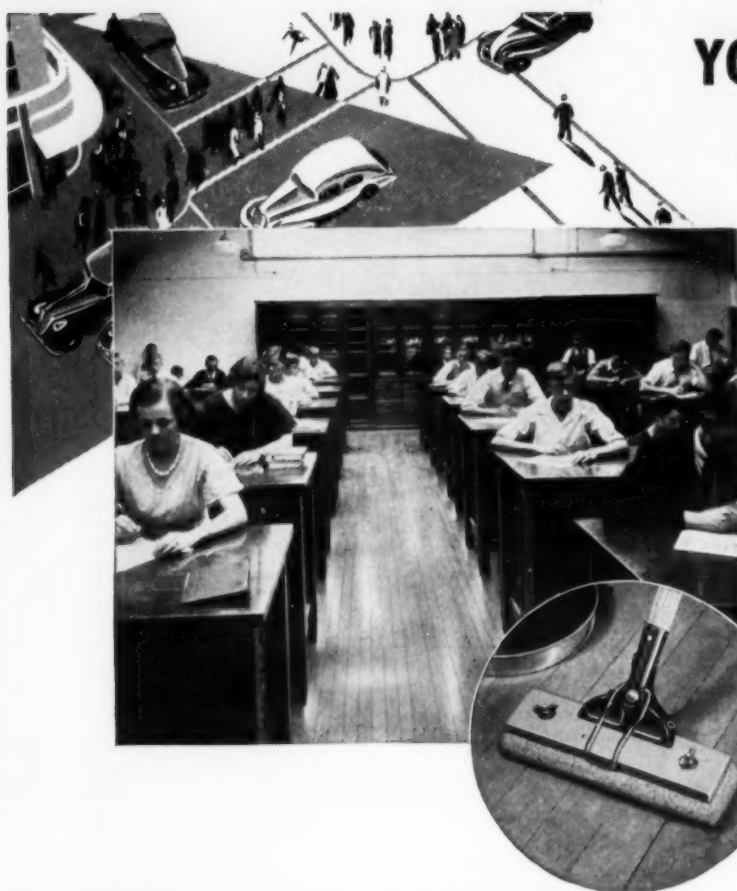
The story of Mr. Brotherson's rise is a variation on the "local boy makes good" theme, for he is one of those rare local boys who makes good in his own home town. The young executive was born in Kansas City, Kans., in 1902 and was educated in the public school system whose business he now cares for. He worked his way through high school, saving enough money for his first two years at the University of Kansas.

Mr. Brotherson then put himself through the last two college years by working on week ends and in the summer. He graduated from the Kansas university in 1924 with a bachelor-of-science degree in industrial engineering. The redheaded boy was second highest in his class, only one tenth of one per cent behind the highest. Today he is among the 100 Kansas university engineers in *Who's Who in Engineering*.

At the university at Lawrence he was fortunate in heeding Dean Perley F. Walker's advice to take courses concerning management to supplement the regular engineering study. Thus, he graduated with 22 additional hours more than the 120 required, having had economics, sociology, psychology, labor problems, and other courses, which have stood him in good stead in his present position.

Mr. Brotherson was elected a member of Tau Beta Pi, honorary engineering fraternity; Theta Tau, professional engineering fraternity; editor of the Kansas Engineer magazine, and Schem, an honorary fraternity, at K. U.

After graduation in 1924 he accepted a position in the engineering department of the Standard Steel Works in North Kansas City, Mo., but resigned from there in the fall to take over the duties of superintendent of buildings and grounds. He succeeded Lawrence



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Browne, now superintendent of buildings and grounds at the University of Arkansas.

It was difficult for a 22-year-old youth to take over a position caring for fifty school buildings and grounds worth more than ten million dollars, and to have men twice his age working under him. However, he rapidly won confidence by his diplomacy and directing his orders rather than commanding them. At first he was in charge of the repair program and janitorial force, but gradually through the years he was given more and more responsibility until today the entire business burdens of the school system rest on his shoulders. And he's not stoop shouldered yet.

Mr. Brotherson is a member of the National Association of Public School Business Officials. He is active locally in various civic and professional societies.

SCHOOL BUS REGULATIONS

The board of education of Ohio County, Ky., has adopted new rules governing the transportation of school children. The rules which became effective immediately, read as follows:

Only the driver shall occupy the driver's seat and shall drive the bus.

The driver shall enforce all regulations governing the conduct of the pupils while they are on the bus.

The driver shall stop the bus immediately if any disorder is occurring on the bus and shall not start again until the misconduct is remedied.

All misconduct shall be reported to the principal and his action shall be final.

Pupils must not be permitted to leave their seats until the bus is stopped for unloading. Pupils must enter and leave the bus in an orderly manner.

Only pupils regularly enrolled in school shall ride the school bus.

The principal shall designate the bus stops,

and no bus shall stop on hills within 500 feet of the top to receive or discharge pupils.

All changes in the bus schedule shall be reported by the principal to the parents in advance.

The principal shall not delay the schedule in order that the pupils may have their pictures made.

The bus shall not leave the school building until every pupil has been accounted for by the teacher in charge.

The principal, or a teacher designated by the principal, shall be present and supervise the loading and unloading of the pupils at the school building.

The driver shall run on the schedule as prepared by the principal and posted in the bus.

Pupils shall keep their heads, arms, and bodies inside the bus while they are being transported.

Boys and girls shall be seated in separate groups.

The bus shall stop at all railroad crossings and observe the safety rules of the road.

The bus shall be cleaned at least once a day and shall be kept well ventilated.

The driver shall be neat, clean, and presentable and his deportment comparable to that expected of a teacher.

The bus driver shall not assign his contract unless approved by the board or employ a driver unless he has the written consent of the principal.

All doors must be closed while the bus is in motion.

The driver shall not leave the bus without stopping the engine.

In case of a breakdown or accident the driver shall stay with the bus and children and send some older pupil to summon help.

School-bus drivers must make the reports required by the superintendent. Monthly reports for each trip are required before salary payments can be made.

No payments shall be made for trips or runs omitted because of high water, bad roads.

Dogs, animals, pets, or furniture shall not be permitted on the bus.

Any violation of these rules and regulations will forfeit the driver's contract with the board.

HYGIENE AND SANITATION

♦ Bellingham, Wash. A special health program has been inaugurated in the schools with the opening of the fall term. Through the cooperation of the Whatcom County Medical Association and the Mount Baker Dental Society, every pupil in grades one, four, seven, and ten will receive at nominal cost, a medical and dental examination during the next few months. The findings of the examinations will be used in promoting health and safety measures, and making possible a definite contribution to the health objectives of education. The plan has been approved by the school board and the parent-teacher council.

♦ Joliet, Ill. Beginning students in the public schools must present a doctor's certificate showing immunization against diphtheria and small-pox, under a new rule of the school board.

♦ Plymouth, Mich. A dental clinic was held in charge of the Children's Fund of Michigan during an eight-week period the latter part of the summer. The work was conducted by a dentist and two nurses. During the time 344 children received dental treatment, and secondary treatment was given to 214 children.

♦ Baton Rouge, La. A three-point program of physical education, health, and safety, conducted in the schools during the past four years, will be widened this year.

Under the program stress will be placed on enjoyment of the physical-education activities in the schools. In the high schools, the program will consist of a strong intramural setup, correlated with seasonal sports. The elementary-school program will comprise games, stunts, and rhythm training. The safety program includes an organized junior safety council with duties for all pupils in the schools. The health program is correlated with physical-education activities.

child's everyday life as one of our first major objectives and thereby lay the foundation for the quantitative thinking of children. If a child needs drill in order to better understand these relationships, then this drill should be provided, if it is meaningful drill.

Also with reading. It isn't just comprehension and speed in reading with which we should be concerned, but also those extremely important reading objectives such as the pleasure one gets from his reading, to which reading is a means to an end, that is, to the knowledge of the world.

We tore a page in this magazine to show how easy it is to mend with Scotch Tape.

What would we offer to this problem? Certainly we have no right to

the way of cause they had to do this line in school rigid courses of study or of grade standards. "70 percent" would have no place in such a system.

Immediate criticism that such "idealistic philosophizing" has little to do with the situation faced by a given teacher with a particular group of children who, as Mrs. Goodman might say, "have not been taught to make the most of their natural endowments." Certainly the children should not be. Each teacher's duty at all times is to make that each child in her charge makes the best possible uses of his natural abilities.

The place for any teacher to be in the situation with which she is faced at any given time. The first step in a presentation as simple as possible were going right over the children's heads would be to throw "The Spectator" or whatever the problem before the class happened to be "out of the window," Mrs. Goodman to the con-

penal institutions in this country most of the inmates do not have even a sixth-grade education. Could their lack of interest in subjects they could master and the repeated failure to have had anything to do with going to school so early?

Those pupils who are deficient in learning materials.

facing public and secondary schools the evaluation of its traditional curriculum in

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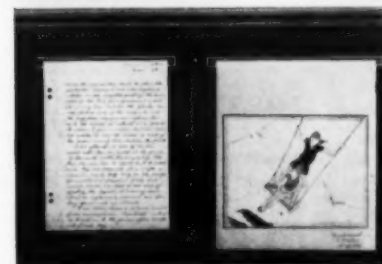
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COMING CONVENTIONS

October 6. New York State Teachers' Association (Long Island Zone), at Hempstead. J. Sheridan Linn, Patchogue, secretary.

October 6. New York State Teachers' Association (southern zone), at Ithaca. Russell Doig, Trumansburg, secretary.

October 6. Kentucky State Education Association, at Richmond. A. E. Jagers, Frankfort, secretary.

October 7-8. Second Annual Secondary Education Clinic, at Winfield, Kans. Evan E. Evans, Winfield, secretary.

October 9-13. National Recreation Association, at Boston, Mass. T. E. Rivers, New York City, secretary.

October 10-12. New York State Association of District Superintendents, at New York City. Essie Babcock, Cattaraugus, New York, secretary.

October 12-13. Minnesota Education Association (northeast section), at Duluth. Ann E. Regner, Mountain Iron, secretary.

October 12-14. Utah Education Association, at Salt Lake City. Milton B. Taylor, Salt Lake City, secretary.

October 12-14. Western Pennsylvania Education Association, at Pittsburgh. Dr. A. M. Goldberger, Pittsburgh, secretary.

October 16-17. Washington Education Association, at Wenatchee and Yakima. Arthur L. Marsh, Seattle, secretary.

October 17-20. National Association of Public-School Business Officials, at Cincinnati, Ohio. R. W. Cramblet, Pittsburgh, Pa., secretary.

October 17-21. American Association of School Physicians, at Pittsburgh. Pa. A. O. DeWeese, M.D., Kent, Ohio, secretary.

October 19-20. New York State Teachers' Association (northeastern zone), at Ticonderoga. Albertine L. Catelli, Rouses Point, secretary.

October 19-20. New York Teachers' Association (eastern zone), at Troy. Elizabeth Hanrahan, Watervliet, secretary.

October 19-20. Minnesota Education Association (central section), at St. Cloud. C. B. Lund, St. Paul, secretary.

October 19-20. Minnesota Education Association (southeast section), at Winona. A. T. French, Winona, secretary.

October 19-20. Minnesota Education Association (northern section), at Bemidji.

October 19-20. Minnesota Education Association (southwest section), at Mankato. Ruth Drake Tuttle, Mankato, secretary.

October 19-20. Minnesota Education Association (western section), at Moorhead. A. M. Christensen, Moorhead, secretary.

October 19-20. New Hampshire Teachers' Association, at Keene. John M. Condon, Derry, secretary.

October 19-21. Wyoming Teachers' Association, at Sheridan. O. C. Kerney, Newcastle, secretary.

October 19-21. South Dakota Education Association (southeastern section), at Sioux Falls. S. B. Nissen, Sioux Falls, secretary. Central section, at Pierre.

October 20. New York Teachers' Association (central section), at Syracuse. Carmelita Maloney, Syracuse, secretary.

October 22-24. New York State School Boards' Association, at Syracuse. W. A. Clifford, Mt. Vernon, secretary.

October 25-27. Nebraska Teachers' Association (Dist. No. 1), at Lincoln. Alberta Ward, Seward, secretary.

October 25-27. North Dakota Education Association, at Bismarck. M. E. McCurdy, Fargo, secretary.

October 25-27. Nebraska Teachers' Association (Dist. No. 4), at Hastings. Paul Sala, Hastings, secretary.

October 25-27. Nebraska Teachers' Association (Dist. No. 6), at Sidney. C. N. Anderson, Kimball, secretary.

October 25-28. New Mexico Education Association, at Albuquerque. R. J. Mullins, Santa Fe, secretary.

October 26-27. Oklahoma Education Association (southeastern section), at Durant. George Henry, Kingston, secretary.

October 26-27. Nebraska Teachers' Association (Dist. No. 2), at Omaha. H. O. Peterson, Omaha, secretary.

October 26-27. Maine Teachers' Association, at Lewiston. A. W. Gordon, Augusta, secretary.

October 26-27. Nebraska Teachers' Association (Dist. No. 3), at Norfolk. Theodore Skillstad, Norfolk, secretary.

October 26-27. Nebraska Teachers' Association (Dist. No. 5), at Holdrege. Mrs. Lucille McCue, Beaver City, secretary.

October 26-27. New York Teachers' Association (central zone), at Rochester. Stella M. O'Neil, Irondequoit, secretary.

October 26-28. Michigan Education Association (Dist. No. 1), at Detroit. Frances M. Stubbs, Detroit, secretary.

October 26-28. Colorado Education Association, at Denver. W. B. Mooney, Denver, secretary.

October 26-28. Rhode Island Institute of Instruction, at Providence. A. J. Maryott, Pawtucket, secretary.

October 27. Connecticut Teachers' Association, at Hartford. F. E. Harrington, Hartford, secretary.

October 27-28. New York Teachers' Association (western section), at Buffalo. Mary E. Crofts, Buffalo, secretary.

October 27-28. Kentucky Association of Colleges and Secondary Schools, at Lexington. P. P. Boyd, Lexington, secretary.

October 27-28. Oregon High-School Principals' Association, at Salem. D. A. Emerson, Salem, secretary.

November 1-3. West Virginia Education Association, at Wheeling. R. B. Marston, Charleston, secretary.

November 2-3. Indiana Superintendents' Association (northern section), at LaPorte. C. B. Macy, Bremen, secretary.

November 2-3. Minnesota Education Association (Minneapolis section), at Minneapolis. Elizabeth Buckbee, Minneapolis, secretary.

November 2-4. Conference of Food Service Directors, at Baltimore, Md. Dorothea Behm, Syracuse, secretary.

November 2-4. Illinois University High School Conference, at Urbana. A. W. Clevenger, Urbana.

November 2-4. Iowa Teachers' Association, at Des Moines. Agnes Samuelson, Des Moines, secretary.

November 2-4. Wisconsin Association of Secondary-School Principals, at Milwaukee. H. C. Ahmsbrak, Beaver Dam, secretary.

November 2-4. Wisconsin Education Association, at Milwaukee. O. H. Plenzke, Madison, secretary.

November 3. New York Teachers' Association (southeastern section), at New York City. Celia M. Trudeau, Shrub Oak, secretary.

November 3-4. Kansas Teachers' Association, at Topeka and Salina. F. L. Pinet, Topeka, secretary.

November 8-10. Illinois Association of School Boards, at Peoria. A. D. McLarty, Springfield, secretary.

November 9-12. New Jersey Teachers' Association, at Atlantic City. S. C. Strong, West Orange, secretary.

NEWS OF SUPERINTENDENTS

● MR. J. WARREN AYER of Monrovia, Calif., has been elected superintendent of schools at Eureka City, Calif.

● MR. HAROLD C. WHITESIDE of Delmar, Del., has succeeded Dr. Samuel Engle Burr as superintendent of the New Castle, Del., schools.

● MR. BRUCE J. MEYERS, principal of the Chickasha junior high school, has been elected superintendent of schools for Chickasha, Okla., to succeed Dr. T. T. Montgomery, resigned.

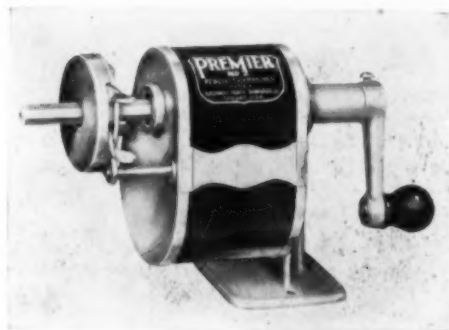
● SUPERINTENDENT W. L. MILLER of Mansfield, Ohio, was offered and refused the superintendency of the Euclid, Ohio, schools at \$6,500 a year which is \$1,000 more than he now receives. He came to Mansfield three years ago on a five-year contract. He wants to remain there until the million-dollar building program started there a year ago is completed.

EVER THE LEADER

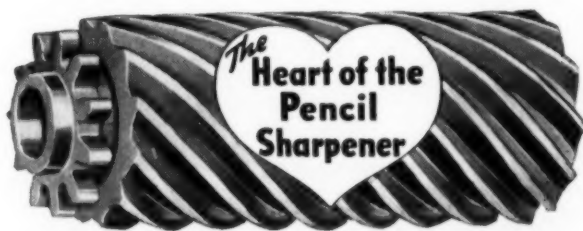


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School Building News

PWA PROJECTS

The Public Works Administration has returned to public bodies 5,043 applications for public works projects which have not been acted upon due to the adjournment of Congress without providing for an extension of the PWA program. The 5,043 applications involved grants amounting to \$766,803,691 and loans amounting to \$242,445,063. The total estimated cost of the returned projects is \$1,748,832,977.

It was suggested that many of these projects could be financed through private initiative. It would mean work for thousands of men, both on construction sites and in the manufacture of large quantities of supplies and materials.

SCHOOL BUILDING NEWS

♦ St. Louis, Mo. The local fire chief recently made a partial survey of fire hazards in the public schools, which disclosed that there are at least sixteen grade schools and three high schools which lack exterior fire escapes as required by law. In addition, the survey revealed a lot of minor things that are not good safety practice. As a result of the findings, school officials were warned not to use the third floors of grade schools which are lacking in fire escapes.

♦ Fort Dodge, Iowa. The board of education has made application for a permit to erect a \$100,000 school building.

♦ Gladewater, Tex. The school board has taken out a three-year insurance contract for \$100,000 in boiler-explosion insurance on three school buildings.

♦ Petersburg, Va. A separate building known as Court House Annex, has been remodeled under a WPA project, and is being used for a school administration building. The building, first occupied last February, provides offices for the superintendent of schools, the members of the

supervisory staff, and a supply room, record room, vault, and board meeting room.

Additional projects included a new elementary school for Negro pupils costing \$79,800; an addition to the high school; a new cafeteria; and a new library room and science laboratory for the Peabody Negro High School.

♦ San Antonio, Tex. The board of education, through a refinancing program, obtained \$100,000 for the operation and financing of an extra summer-improvement program. The money was used for rebuilding one of the elementary schools, for the replacement of stairways, for the elimination of certain fire hazards, and for the modernization of service facilities in various buildings.

♦ The Federal Government has approved an appropriation of \$1,324,000 for a WPA project to rehabilitate the school plant at Akron, Ohio. The money will be used to repair school property and to renovate school buildings. The Akron board will furnish approximately \$450,000 for materials to be used in the project. The board will determine a method of providing \$360,000 toward financing the local share.

♦ Longview, Tex. A new shop and band hall have been completed, at a cost of approximately \$40,000. The industrial-arts department has been enlarged in scope with the installation of new equipment.

♦ Winnetka, Ill. Bids have been received for the construction of the Crow Island School, to cost about \$282,000. The building will be completed in September, 1940.

♦ Cheyenne, Wyo. Plans have been started for the construction of two school buildings, to cost \$160,000.

♦ Bemis, Tenn. A \$100,000 school-bond issue has been approved by the county court for the erection of a new school, to cost \$60,000.

♦ Sulphur Springs, Tex. The school board has completed the erection of a new ward school which is being used for the first time this year. A second new building will be completed and occupied with the opening of the second school

term. Both of these buildings were financed with the aid of PWA funds.

♦ Norfolk, Nebr. The board of education has completed a refunding program, calling for the refinancing of \$107,000 in 3 3/4 per cent bonds, at a new low rate of 2 1/2 per cent. Since 1935 the board has reduced its bonded indebtedness from \$604,000 to \$379,000. The annual interest bill has been reduced from \$26,000 to approximately \$13,000.

♦ Denver, Colo. The Denver school system has started the second year of an in-training school for school-building custodians. Courses are being offered in fuels and combustion, heating and ventilation, related mathematics, plumbing, electricity, valves and traps, thermostatic heat control, hardware, and painting. The classes, which are held in the evening, are two hours in length, and are held once a week. No custodian or assistant may take more than two courses at any one time.

♦ Topeka, Kans. The contract has been let for the construction of the State Street School, to cost \$119,274.

SCHOOL-BUILDING CONSTRUCTION

During the month of August, Dodge reports that in 37 eastern states, contracts were let for 318 educational buildings embracing a floor area of 1,811,000 square feet, and costing \$13,840,000.

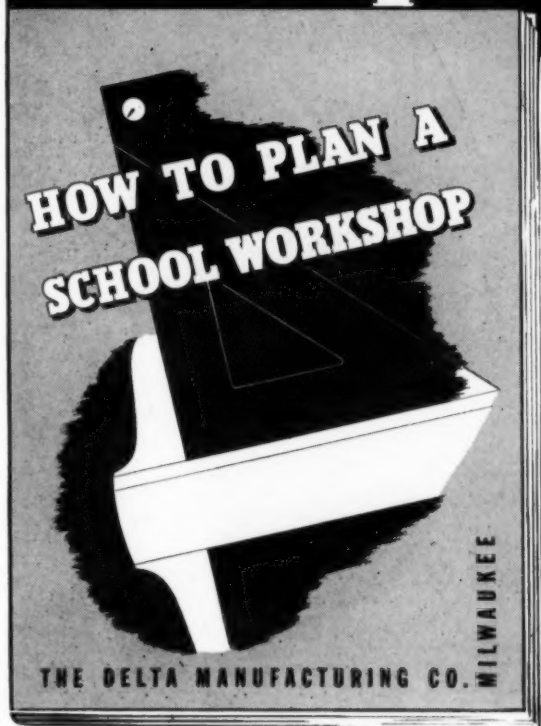
In 11 states west of the Rocky Mountains, contracts were let during August for 15 new school buildings, at a total cost of \$910,700. Eight additional projects were reported, in preliminary stages, to cost \$764,000.

SCHOOL BONDS

During the month of August, 1939, school-bond sales were made in the amount of \$3,560,590. The average interest rate was 3.21 per cent, as against 2.75 for July.

During the month, short-term notes, tax-anticipation warrants, etc., were issued in the amount of \$5,699,837.

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News of Superintendents

MR. I. I. CAMMACK PASSES

In 1886, I. I. Cammack, then a young college graduate with some teaching experience, came from Indiana and entered the Kansas City, Mo., public-school system. During the first period of 27 years' employment in these schools, he served in almost every teaching and administrative capacity below the superintendency. When J. M. Greenwood retired from the superintendent's office in 1913, Mr. Cammack became superintendent and served in this capacity for fifteen years. He gave 42 years of his life in continuous service to the Kansas City public schools.

When Mr. Cammack became superintendent in 1913, there were enrolled in the city schools 39,361 children. For the 1927-28 school year, the enrollment was 69,649. When he became superintendent, the value of the school plant (school buildings, sites, and permanent equipment) was in round numbers \$7,000,000. At the close of his administration, the value of the school plant was over \$27,000,000. The teaching staff with which he began, in 1913, numbered 1,132. At the end of his administration, the number was above 2,200.

In June, 1928, Superintendent Cammack was, at his own request, relieved of the detail work of supervision and given the title of superintendent emeritus. He was also granted leave of absence for three months for study of school systems in the west as well as for rest and recuperation. During this period he spent some time with his daughter in Los Angeles, Calif. While there he purchased a beautiful home at Palm Beach Station, Beverley Heights, Los Angeles. Upon his return to Kansas City, he submitted his resignation to the board of education. While the board regretted his leaving the city and the school system, and so stated in the

record, they accepted his resignation. He then went to his new home where he lived until his death on September 11, 1939.

Few schoolmen have had so broad an experience, few have been privileged to labor so long in one field, or to see such colossal growth and development. Few indeed are those who have been able to retire with such grace and dignity when life's evening hours were approaching. — S. M. Barrett.

NEWS OF SUPERINTENDENTS

- MR. F. E. WYNN has assumed his duties as superintendent of schools at Ashburn, Ga.
- MR. GEORGE O. MOORE, assistant superintendent of schools at Erie, Pa., died at his home on September 2.
- MR. JOHN S. FINLAY has assumed his duties as superintendent of schools at Sidney, Iowa.
- MR. R. B. BROWN, of Ute, Iowa, has become superintendent of the Cleghorn Consolidated School at Cleghorn, Iowa.
- MR. E. P. SEYMOUR, of Bradley, S. Dak., has become superintendent of schools at Ute, Iowa.
- SUPT. BUELL GRICE, of Clarksville, Mich., has been re-elected for another term.
- MR. M. JEROME MORRISON has been elected superintendent of schools at Van Wert, Ohio, to succeed T. H. Gluth. He was formerly principal of the Willshire Centralized School.
- MR. JAMES H. HARRIS, formerly superintendent of schools of Pontiac, Mich., has been appointed superintendent emeritus. The appointment was made in recognition of his outstanding service to the community.
- MR. J. C. COCHRAN, assistant superintendent of schools in San Antonio, Tex., has been assigned to the department of special services, which includes (1) governmental contacts, and (2) the promotion of closer relations with voluntary organizations. Under governmental contacts are included NYA activities, WPA educational services, contacts with the surplus commodities, and investigation of possible special money allotments from the Federal Government and from private agencies. Under voluntary organizations are included safety work, boy- and girl-scout activities, hi-y activities, boys' work council activities, and club organizations.
- MR. GEORGE R. ROBINSON, formerly principal of the high school at Caro, Mich., has been elected superintendent of schools. He succeeds Philip Koopman, who has resigned.

• MR. CARL J. CHANEY has assumed his duties as superintendent of schools at Scottsville, Ky. He was formerly principal of the Warren County high schools.

• MR. N. DIXON has taken up his duties as superintendent of schools at Tell City, Ind. He succeeds Glen H. Traw, who has gone to Evansville.

• MR. B. G. MOORE has been re-elected superintendent of schools at Kuttawa, Ky., for a third term.

• MR. N. DURWARD CORY has entered upon his duties as superintendent of schools at Speedway, Ind. He succeeds H. C. Crater, who has gone to Lawrenceburg.

• SUPT. G. W. HERZOG, of Romulus, Mich., has been re-elected for his eighth term.

• MR. H. L. BOWMAN has entered upon his duties as superintendent of schools at Bowling Green, Ohio. He succeeds A. B. Conklin.

• MR. HALE PEARCE has entered upon his duties as superintendent of schools at Grant, Mich.

• MR. HOWARD JENSEN has entered upon his duties as superintendent of schools at Mahanomen, Minn. He was formerly located at Erskine.

• MR. T. J. REITH has entered upon his duties as superintendent of schools at Farragut, Iowa.

• A news item widely printed in the educational and daily press to the effect that Dr. T. W. Gosling had been elected superintendent of schools at Lancaster, Pa., has been found to be an error. Mr. HARVEY A. SMITH, superintendent, who was assistant superintendent of schools at Washington, D. C., for some years, was elected at Lancaster, July 1, 1938, for a term of four years.

• MR. VALE KRIZ has assumed his duties as superintendent of schools at Manville, Wyo. He was formerly principal of schools at Minatare, Nebr.

• MR. GEORGE S. HENRY has assumed his duties as superintendent of schools at Kingston, Okla.

• MR. FRED T. LOCKWOOD has been elected president of the union school board of Jackson, Mich.

• MR. V. E. AMERINGER has been elected president of the school board of Ann Arbor, Mich.

• MR. A. E. ANDERSON has been elected superintendent of schools at Silver Grove, Ky.

• SUPT. B. K. ORR, of Waukon, Iowa, has been re-elected for his fifteenth year.

• SUPT. P. H. HOPKINS, of Somerset, Ky., has entered upon his thirteenth term.

• MR. FRED STRONG has assumed his duties as superintendent of schools at Cassopolis, Mich.

• MR. FRANK L. HOLMES has entered upon his duties as superintendent of schools at McCook, Nebr.

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School Board News

♦ Peoria, Ill. The board of education has refused to bear the cost of a public liability insurance policy on the automobile of the superintendent of cafeterias. It was pointed out that the official could insure the board against liability at no extra cost to himself or the board.

The board has voted to accept tuition students from the county nonhigh-school district for the next year, upon the condition that the nonhigh-school board place on the ballot a proposal to increase the tax rate from 75 cents to \$1 on each \$100 of assessed valuation.

♦ Avon Park, Fla. The school board has rescinded the fourteen-day residence requirement for teachers and pupils previous to entering the schools. Since September 14, all teachers and pupils have been required to furnish a doctor's certificate showing good health.

♦ Peoria, Ill. The school board has approved a contract with school employees calling for a "closed shop." The contract provides overtime pay for janitors and others included under the agreement, two weeks' vacation, and sick leave of thirty days after three years' employment. The agreement was protested as illegal.

♦ Springfield, Ill. The special-activities committee has recommended to the board that it operate the cafeteria in the Lanphier High School. Formerly, the cafeteria was conducted under the direction of the Lanphier parent-teacher association.

♦ Haverhill, Mass. An offer of a gift of 20,000 book covers, bearing an advertisement of a local bank, has been rejected by the school board because of a provision in its rules which does not permit advertising in the schools.

♦ Barre, Vt. The school board has ordered the installation of safety valves on the hot-water heaters in school buildings. Explosion insurance

has been taken out on the boilers in one of the school buildings.

♦ Griffin, Ga. The school board has voted to operate the schools this year without charging tuition. The action was taken with the hope that the state will pay the school system what it owes. This will enable the schools to operate the full nine months. Should the state fail, the board will ask the city commissioners to work out a plan to keep the schools open the full term.

♦ Fayetteville, Tenn. The school board has voted to admit only bona fide resident pupils without the payment of tuition. Nonresident pupils will be required to pay tuition of from \$1.50 to \$2 per month.

♦ Hazard, Ky. The school board has acquired the campus and buildings of the Hazard Baptist Institute for use by the local public-school system. Work on improving the property will be started next spring.

♦ Joplin, Mo. Tuition fees for pupils of outside school districts have been set by the school board. The tuition charge for the ninth, tenth, eleventh, and twelfth grades will be \$67.22; for junior-high-school pupils it will be \$60 per year; for grade-school pupils it will be \$52.27 per year; and for junior college students it will be \$20 per semester.

♦ Toledo, Ohio. The school board has given notice of a month-to-month employment and a shortened school term as appointments to the health and nursing staffs were made. Physicians and nurses conducting health work will serve month to month to the limit of available funds.

♦ San Antonio, Tex. The school board has taken action to insure that property of the school district is properly identified. It has been ordered that all cars, equipment, stationery, signs, and telephone listings be stamped as property of the San Antonio school district.

♦ Tyler, Tex. During the past ten years the school board has expended more than \$1,000,000 for the improvement of the school plant. Two junior high schools, three elementary buildings, and a large gymnasium have been erected during

this period. All buildings have been remodeled and placed in good condition. The board has recently awarded a contract for a high-school auditorium, to cost \$160,000.

♦ New Bedford, Mass. The school board has voted to continue with its present policy of making its own contracts and paying its own bills, irrespective of orders or ordinances established by the city council. The action was taken after a reading of the so-called Springfield school decision, in which the state supreme court ruled that a school board is a body distinct from the city council.

♦ Los Angeles, Calif. The school board has begun plans for an ideal school-building program. Dr. F. O. Evans, head of the educational housing division, has requested \$1,194,000 for building purposes. Of the total, \$660,000 will be used for new construction and for the completion of the high-school buildings. About \$534,000 will be expended on elementary buildings.

♦ Bellevue, Ky. A program of instruction in distributive occupations is being offered in the high school this year. The work is designed to train students on a cooperative basis for work in the retail and wholesale selling fields.

♦ State Supt. Eugene B. Elliott, of Michigan, has announced new regulations governing the transportation of school children by boards of education. Careful selection of bus drivers, steel bus bodies, and a thorough checking of equipment are some of the safety features stressed.

♦ Chicopee, Mass. The school board has voted to dispense with five teaching positions, left vacant with the retirement of these teachers. The action was taken because of a drop of more than 320 in the school enrollment.

♦ Bettendorf, Iowa. A textbook rental system is being operated this year. Among the new innovations in the schools are the installation of sound systems in two schools, the use of visual equipment in classroom teaching, and the inauguration of the annual promotion system.

♦ The Georgia State Board of Education has begun paying teachers' salaries on September 1,

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instead of October 1, which insures that all schools will have begun their terms at an earlier date.

♦ Paris, Tex. A budget of \$215,200 has been adopted for the school year 1940. This is a decrease of \$8,757 from the budget of 1939.

♦ Plainview, Tex. The school board has adopted a budget of \$137,791 for the year 1940. The tax levy has been set at \$1.

♦ Tyler, Tex. The budget for 1940 has been set at \$315,142. This is an increase of \$20,000 over the estimate for 1939. Instructional service, including salaries of the school staff, will cost \$239,241.

♦ Covington, Ky. A substantial saving in maintenance costs has been effected by the construction of three new school buildings. The savings were made through the razing of three old buildings, which eliminated summer repair and maintenance costs.

♦ Beaumont, Tex. The school budget for 1940 calls for \$364,425. This is an increase of \$15,055, a large part of which will be used for teachers' salary increases.

♦ Milford, Conn. The school board has prepared a budget, calling for \$256,752 for school purposes in 1940. This is an increase of \$12,000 over the year 1939. Approximately \$3,000 of the increase is in teachers' salaries, which have increased from \$148,575 to \$151,355. The sum of \$10,095 has been provided for upkeep of buildings.

♦ Rapid City, S. Dak. The school board has reduced the school tax levy from 22.15 to 20.5 mills for the year 1940. The reduction was made possible in anticipation of larger revenues from state sales tax, endowments, and tuitions.

♦ Fort Stockton, Tex. The board of education, during the past summer, added three rooms to a recently constructed Mexican school, which has increased the facilities from nine to twelve rooms. Two additional teachers have been added, making twelve who take care of the Spanish-American school population. During the summer, a complete school renovating program was

carried out in the elementary school, including painting of the buildings, new blackboards, new lockers, and new plumbing fixtures. Teachers' salaries have been increased from 4 to 10 per cent.

♦ Indianapolis, Ind. The State Board of Tax Commissioners has approved a \$250,000 bond issue proposed by the school board. The money will be used for a variety of school-building projects.

♦ Akron, Ohio. The school board has approved a WPA school-building program, calling for a federal grant of \$1,325,000 for repairing 40 school buildings. The board will shortly adopt a plan of raising \$350,000 to match the federal grant.

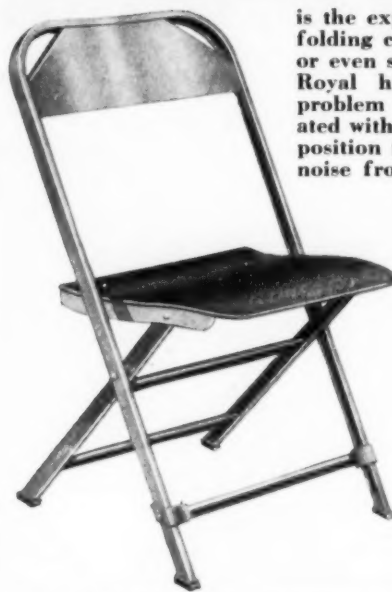
♦ St. Louis, Mo. Supt. Henry J. Gerling has announced that surprise fire drills will be conducted in every school of the city at least twice each quarter. The rule is the result of the recent survey of the school buildings, conducted by the chief of the local fire department. It was also decided to close the third floors of 65 school buildings where outside fire escapes have not been installed. The action means that high-school student bodies will be divided into two groups, one attending in the morning and the other in the afternoon.

♦ The Minneapolis, Minn., board of education has received a protest submitted by the junk dealers' association of that city. Students have been encouraged to gather waste paper which is sold by school principals and the proceeds put into the athletic fund. The charge is made that the practice is in violation of the antitrust laws. The city attorney has given it as his opinion that the school authorities are within their rights.

INDUSTRIAL SURVEY IN LORAIN, OHIO

During the school year 1938-39 an occupational survey was conducted at Lorain, Ohio, with the assistance of the Division of Trades and Industries of the State Department of Education. Mr. Richard F. Mann was employed to direct the survey.

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SCHOOL-BOARD SERVICE IN MUSKEGON

Officers and Board Members Have Long Records

A recent article in the Grand Rapids, Mich., *Herald* points out that only seven men have held the office of school-board president in Muskegon, Mich., since 1869. Dr. John Vanderlaan, whose tenure as head of the school board ended with his death on March 10, 1934, was the dean of the board presidents with twenty years of service. Dr. Frederick A. Nims, who served on the board for 36 years, was board president for 17 years, and Charles H. Hackley was president a like number of years.

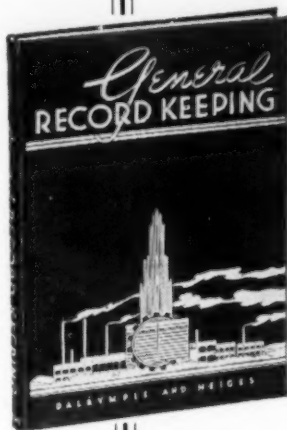
David McLaughlin was the first head of the board, having been elected in 1869, and served 5 years before Charles D. Nelson took the position. Frederick A. Nims was president for two terms of 8 and 9 years each, and Charles D. Nelson was president for 9 years. Charles H. Marsh is serving his sixth year in that position now.

Mr. Marsh has the record as dean of board treasurers, with twenty years of service in this office to his credit. With more than 25 years on the board, his is the third longest tenure in the history of the board.

Wesley F. Wood was the first secretary, and was followed by David McLaughlin, who took the office for a 17-year period. Harold McB. Thurston, a board member, is at present in his sixth year in the office.

Lyman G. Mason was the first treasurer, and was in office for 5 years. Herbert E. Backstrom is the present treasurer.

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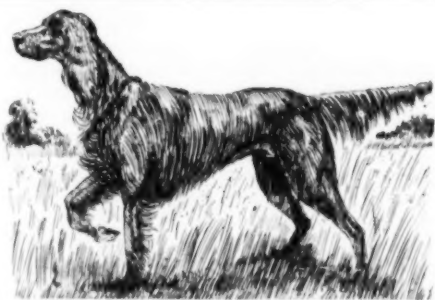
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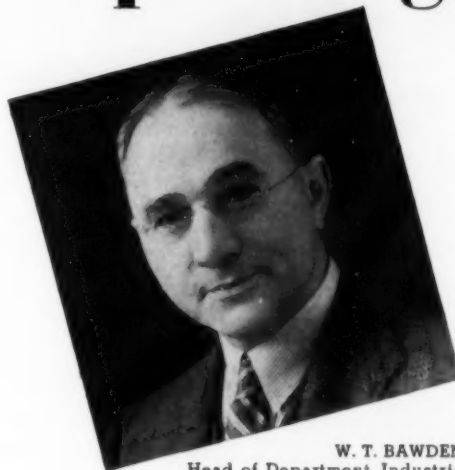
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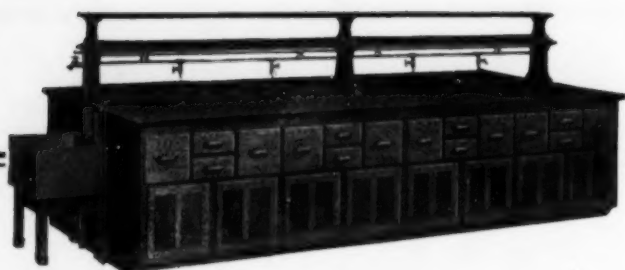
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School Board Conventions

ILLINOIS SCHOOL BOARDS WILL MEET IN PEORIA

The joint annual meeting of the Illinois Association of School Boards and the Illinois City Superintendents' Association will be held November 9 and 10, in the Pere Marquette Hotel, in Peoria, with an expected attendance of approximately 500 school-board officials and superintendents.

An interesting and helpful program has been arranged. Mr. S. S. DuHamel will discuss "Liability of School Boards for Damages Sustained by Death or Injury to Pupils, Teachers, and School Employees." On Thursday afternoon there will be three addresses: (1) "What Can the State Superintendent's Office Do for the Public Schools?"; (2) "What Can School Boards Do for the Rural Schools?"; (3) "What Can the County Superintendents Do for the Rural Schools?"

The joint banquet will be held on Thursday evening and will celebrate the twenty-fifth anniversary of the School Board Association.

The business session will occur on Friday morning at which time the annual election of officers will take place.

NEW YORK STATE SCHOOL BOARDS ANNOUNCE PROGRAM

The officers of the New York State School Boards Association have announced the tentative program for the annual meeting of the Association, to be held in the Hotel Syracuse, Syracuse, N. Y., October 22-24.

The theme for the meeting will be "Education for Democracy in the Modern World." The tentative subjects for the more important addresses include "Contribution of Religion to Education for Democracy"; "Equality of Edu-

cational Opportunity to Save Democracy"; "Youth Education in the Axis Powers"; "Promise of American Politics"; "State Aid and School Costs"; "Support of State Education to the Full Amount of the Friedsam Formula."

Among the important speakers who will appear on the program are Dr. William F. Russell of Teachers College, Columbia University; Dr. Clyde B. Moore, of Ithaca; Judge William H. Golding of the board of education of Cobleskill, and Rev. Robert Kazmayer of Rochester.

On the last day of the convention, some time will be given to a discussion of current problems in school insurance. Russell M. L. Carson, president of the Glens Falls board of education, will be the leader of the discussion. A question box will be handled by Charles A. Brind, Jr., director of the law division of the State Education Department. There will be presented at that time a summary of the several group conferences. An open forum will be conducted with discussions on state aid, compulsory teacher retirement, religious education, and civil service status of village employees other than teachers.

Information concerning the program may be obtained from Mr. W. A. Clifford, executive secretary of the Association, 9 South Third Ave., Mt. Vernon, N. Y.

TEACHERS AND ADMINISTRATION

♦ Courses of instruction for school secretaries on the undergraduate and graduate level are offered at the University of Pennsylvania. It is planned that these courses will ultimately embrace four years of work leading to bachelor's and master's degrees.

♦ All teachers in Grand Rapids, Mich., have begun the new school year with increases of \$100, except those who have received \$2,150 or more during the 1938-39 school year.

♦ The school board of Polk County, Fla., has adopted a rule, requiring teachers and other school employees to be in the state at least two weeks before school opens. No pupil will be permitted to attend school until after he has

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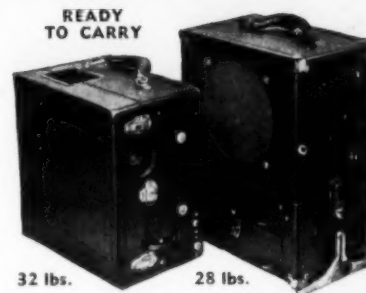
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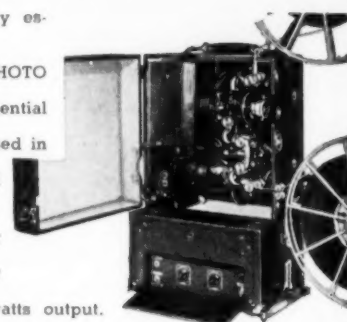
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been in the state two weeks, as a precaution against the spreading of disease. Recent cases of infantile paralysis in Orlando made it necessary to pass the rule.

♦ Boonville, Ind. The school board has adopted new rules and regulations governing the teachers. Under the rules, each teacher must have obtained an A.B. degree by September 1, 1944. Each teacher will be required to attend not less than six weeks of summer school in an institution approved by the North Central Association.

♦ Pontiac, Mich. Teachers in the city schools have rejected a request of the school board that they turn over contracts issued last year, in exchange for new ones containing pay cuts. The teachers were given thirty days in which to turn over the contracts.

♦ Joliet, Ill. The school board has adopted new rules under which substitutes with full credentials only will be employed. The entire list of substitute teachers has been checked in an effort to build up a new and adequate list. The board reserves the right to pass upon the qualifications of these teachers.

♦ The school board of Pinellas County, Fla., has raised the level of qualifications for teachers in all the schools. Effective September 1, 1941, all teachers must hold bachelor's degrees. Principals and department heads must hold master's degrees. Formerly only those teachers in grades nine to twelve were required to hold degrees.

♦ Beaver Dam, Ky. The Ohio County board of education has passed new rules governing teachers who desire to do substitute work in the county. Classroom teachers who are unable to attend school must obtain the services of a substitute teacher as designated by the board. The teacher is required to pay the substitute 80 per cent of her regular salary for a period of not to exceed one week. When a teacher is absent one week, her salary payments cease, and the board pays the substitute a salary commensurate with her qualifications.

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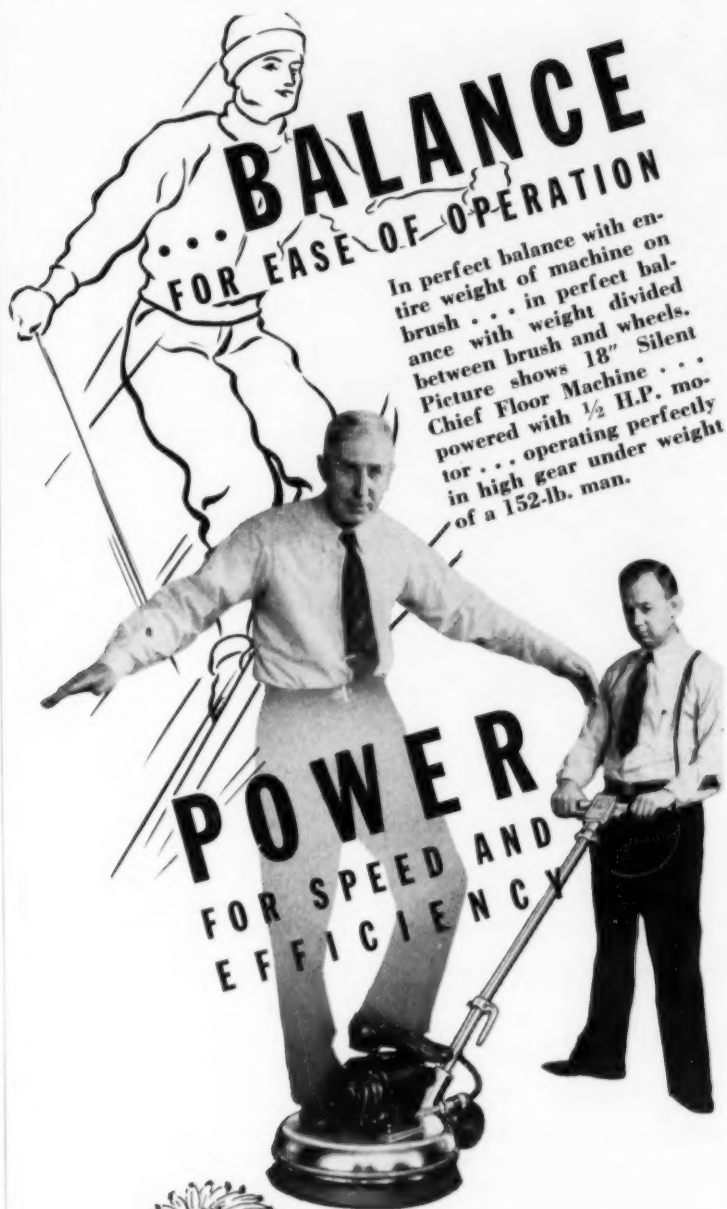


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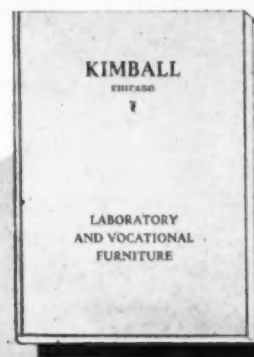
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SCHOOL BOARDS GATHER IN KNOXVILLE

(Concluded from page 49)

and women, and housewives, is a true cross section of our people as a whole, without whom leadership for education in the schools will fail and democracy will fail.

Mr. Lynn Thompson, secretary of the Association, closed the formal speaking part of the session with a paper on "Federal Aid in Education." A question bee and discussion of local school problems concluded the session on Wednesday afternoon. The interesting statements concerning local practices in school-district organization and finance, the relations of school boards, problems of teacher tenure, etc., proved the old saying that accurate judgment concerning a local school situation can be formed only by comparison with other practices and other situations. School-board members from Florida, Ohio, Iowa, Indiana, New York, and Minnesota spoke in explanation and in defense of their local laws and customs.

The Annual Dinner

The annual dinner, on Wednesday evening, was not merely a delightful social event in which the Knoxville school people demonstrated the efficiency of their art, household-arts, and industrial-arts departments, but it proved a real cause of information and inspiration on the subject of vocational education and vocational guidance. The speaker of the evening, Dean Fred Smith, of the School of Education, University of Tennessee, has had many years of experience as a leader in the field of vocational guidance and brought to the meeting an important message concern-

ing vocational guidance and vocational education.

At its final business session on Wednesday morning, the Association elected the following officers who had been recommended by the nominating committee:

President, Joseph H. Davis, Muncie, Ind.

First Vice-President, Charles E. Miller, Albion, Iowa

Second Vice-President, John Taylor, Toledo, Ohio

Third Vice-President, C. F. White, Batesville, Ark.

Secretary-Treasurer, Lynn Thompson, Minneapolis, Minn.

The 1940 convention was voted for Detroit, Mich. The dates are to be fixed by the executive committee for October.

The Association, in a series of resolutions, affirmed its loyalty to democracy as a way of life and a form of government and urged that education be fostered as a certain means of insuring democracy in the United States. The resolutions recommended that the schools be kept free and independent of other governmental agencies and that partisan politics be entirely eliminated from their administration and control. The Association urged that in view of the continued emergency in school funds additional federal aid be provided without federal control.

The Association adopted a strong resolution favoring the teaching of neutrality in the schools and the continued neutrality of our own government in the present European war. The resolution insisted that the Association opposes the entrance of the United States into war, unless our country is invaded or threatened with invasion.

The members of the Association were given an opportunity to visit the Norris Dam, following the Monday evening session. A trip through the Smoky Mountains was arranged

for Wednesday after the close of the convention.

Exhibits of school products were made by The Remington-Rand Company, New York; American Type Founders Company, Jersey City, N. J.; Royal Typewriter Co., New York; American Book Company, Cincinnati, Ohio; Midland Chemical Company, Dubuque, Iowa; Victor Animatograph Company, Davenport, Iowa; Harter Publishing Company, Cleveland, Ohio; Minneapolis-Honeywell Company, Minneapolis, Minn.; the United States Office of Education.

The attendance was in the neighborhood of one hundred and fifty men and women, who came from as widely separated states as New York and Florida, Virginia and Arkansas, and North Dakota and Missouri. In all, 19 states were represented.

MOVE CONVENTION ON SCHOOLHOUSE CONSTRUCTION

The National Council on Schoolhouse Construction, which will hold its annual meeting in New York, October 9 to 12, has announced that its sessions will take place at the Park Central Hotel, Seventh Avenue and 56th Street. Arrangements made at another prominent hotel have been cancelled because of labor trouble.

♦ Middlesboro, Ky. The Bell County school board has approved a salary schedule, prepared by Supt. Maurice Tribell.

♦ Mt. Sterling, Ky. Teachers in the Montgomery County schools returned to their classes in September with their salaries still unpaid. The teachers face a wait for their pay checks due to the failure of the school board to adopt a budget to meet the approval of the state school officials. The board has declined to raise the school tax levy in order to raise funds to meet the emergency.



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STAFFS OF THE STATE EDUCATION DEPARTMENTS

(Concluded from page 43)

this field has been developed and is now maintained largely by federal activity, the states should be preparing to take it over and further develop it so as to suit the peculiar needs of the people of their respective states. In this, Massachusetts and New York lead with seven staff members each, while only nine states have any.

Teacher training seems to have been given most careful attention in Massachusetts where it was begun. The state office has a staff of nine members; Pennsylvania, New York, and Minnesota have five men each.

The vital service of research appears infrequently. The state department is the natural center of this service which it can carry on its own initiative and also furnish adequate supervision to alert teachers and superintendents who wish to do work in this field. Such a service would stimulate local effort and conserve the benefits to all.

New and interesting services which appear but once follow:

- Supervisor of primary education: Utah, 1.
- Supervisor of radio education: Ohio 1 (now discontinued).
- Supervisor of classical subject fields: New York, 7.
- Supervisor of school and community organization: Alabama, 1.
- Director of school-board counseling: Michigan, 4.
- Director of school relations: Michigan, 4.
- Director of high-school pupil aid: Minnesota, 1.

All of these meet the test of service to the local unit.

With the criteria and principles herein suggested as standards, any state department of education will necessarily face the open field of educational service. With a more adequate staff it will be enabled to reach new levels of usefulness.

SALARY SCHEDULES IN WISCONSIN CITIES

(Concluded from page 47)

To indicate how decidedly different this factor is than a distinction on the basis of sex, permit me to cite our own situation. We had 60 men teachers in our employ in 1937-38. In the same year there were but two married women teachers employed whose husbands are living, but when we investigated the income-tax blanks of our teachers we discovered that 49 men and 38 women were designated as heads of families and were responsible for the keeping up of a home for one or more dependents.

A third suggestion not made by Elsbree, but advocated by many students of salary scheduling, is the practice of gradually decreasing salaries after a certain age is reached. I note that in at least one progressive Wisconsin school system all teachers over the age of 65 receive only \$1,000.

There is no question in my mind but that a definitely adopted salary schedule is an important factor in insuring stability and security in employment for our teachers. It enables them to look forward to a steadily increasing income as they become

established in a school system. For superintendents, too, and boards of education it usually eliminates a great deal of disagreeable detail at the time of the initial election of a teacher as well as at each subsequent time of re-election. Such a schedule must be constantly kept in tune with the times, without too much tinkering with the fundamental principle of the instrument. For temporary economic disturbances this can best be done through percentage reductions from schedule, but I believe that if it seems reasonably certain that a schedule is operating either too high or too low, it had better be revised to conform to existing conditions. Wisconsin has gone a long ways in the past few years in this important phase of stabilization of our school systems, and I trust that from this study you may gain some incentive to re-examine the situation in your own school system.

Helpful References on Teachers' Salary Schedules

1. "Some Current Issues in the Scheduling of Teachers' Salaries," Willard S. Elsbree, *Teachers College Record*, November, 1937.
2. "Salary Schedule Provisions for Classroom Teachers in 143 School Systems in Cities 30,000 to 100,000 in Population 1938-39," Educational Research Service, N.E.A., Cir. 1, January, 1939.
3. "What Facts are Needed in Drafting a Salary Schedule?" Educational Research Service, N.E.A., January, 1939.
4. "Organizing for Work on a School Salary Schedule," Educational Research Service, N.E.A., April, 1939.
5. "The Story of Salary Scheduling in Fourteen City School Systems," Educational Research Service, N.E.A., April, 1939.
6. "References on Salaries and Salary Schedules for Public School Teachers," Research Division, N.E.A., May, 1939.



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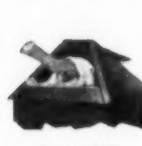
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(Concluded from page 32)

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- A chance for entrance into the system upon the successful completion of the internship period.

3. In local units where the experience required seems desirable in spite of the recognized dangers, it is suggested:

- That local administrators encourage the adoption of a "follow-up" program by the nearest teacher-preparing institution, for the purpose of guiding the adjustment of novice teachers into practical teaching experience.
- That local administrators consider carefully the plan of "institutionalized supervision" suggested in the Regent's Inquiry. This plan recommends the designation of certain teacher-educating institutions as supervisory centers for various areas, from which local administrators may request specific supervisory services.

There is, of course, no one solution to

the problem of improving the initial experience of young teachers; individual plans must be adapted to suit local needs. There is considerable agreement, however, among administrators as well as young graduates that the long-established practice of requiring teaching experience before entrance into many of the better school systems should be given careful consideration in view of the improved quality of the present graduates, the increased experience demanded before graduation, and the type of teaching experience available to novice teachers.

NEWS OF SCHOOL OFFICIALS

- MR. WILLIAM R. CROWLEY has been appointed a member of the New York City board of education. For many years Mr. Crowley was a representative of the Education Department of Longmans, Green & Company and regularly presented the books of his firm to the New York City schools. He is consequently well informed on all phases of the New York City school problem. Mr. Crowley has recently severed his publishing connections.
- After 55 years of service as a member of the Nevinville, Iowa, school board, MR. G. N. BONAR announces his retirement at the end of his present term, March, 1940. Mr. Bonar was first elected at the age of twenty-one and served continuously until now.
- DR. FRANK N. FREEMAN has recently assumed his new position of dean of the School of Education, University of California.
- DR. RALPH B. KENNEY, formerly vocational counselor in the public schools of Albany, N. Y., has been appointed Executive Secretary of the National Vocational Guidance Association.
- MR. CLEMENT A. REED has been elected president of the Coffeyville, Kans., school board.
- MISS ELIZABETH DYER, director of the School of Household Administration of the University of Cincinnati, has been appointed member of the Cincinnati, Ohio, board of education. Miss Dyer is a daughter of the late Frank B. Dyer, for many years superintendent of schools.
- DR. FRANCIS B. HAAS has succeeded Dr. Lester K.

Ade as state superintendent of public instruction for Pennsylvania.

- DR. FRANK YUKEL has begun his fourth term as president of the Mankato, Minn., board of education. Mr. JOHN B. SNOW has been elected vice-president; MR. LORETO M. VIRGEL, secretary.

- MR. DANIEL F. SANTRY has assumed his duties as secretary of the board of education at Colorado Springs, Colo. He succeeds T. J. Fox.

- MR. CHARLES L. BARCOCK has been re-elected president of the board of education at Beaumont, Tex.

- DR. FRANK KINNAMON has been elected president of the board of education at Concordia, Kans.

- DR. J. STANLEY BROWN, former president of the Northern Illinois State Teachers' College, at DeKalb, Ill., died on September 6, at his summer home in Frankfort, Mich. He was 76 years old. Dr. Brown had been an educator for forty years. He was appointed president of the Teachers' College in 1919 and served until his retirement in 1927.

- DR. RUSSELL C. PUCKETT, for six years principal of the Bloom Township High School in Chicago Heights, Ill., died at his home on September 10, following an attack of coronary thrombosis. He was 53 years old.

Mr. Puckett had been a teacher and school executive for nearly thirty years. He was graduated from the University of Iowa in 1907, and obtained his master's degree from Columbia University in 1922, and his doctor's degree from the University of Iowa in 1933. He formerly was director of junior and senior high schools in Toledo, Ohio, and spent two years in the Philippines.

- MR. T. J. VAALER has been re-elected as president of the school board at Kenmare, N. Dak. E. C. JOHNSON was elected clerk, and F. J. RUNDLETT was named treasurer.

- MR. KARL ZUTS has been re-elected president of the board of education at Burke, S. Dak.

- MR. CHARLES E. EMERY, formerly principal of the high school at Gallup, N. Mex., has become superintendent of schools. He succeeds Charles L. Rose.

- MR. N. J. ANDERSON has entered upon his duties as superintendent of schools at Burkesville, Ky.

- ELMER L. FRAKER, Chickasha high-school principal for the past 12 years, has been elected superintendent of city schools at Mangum, Okla.

- MR. DEL DANKER has been elected superintendent of schools at Aurora, Nebr., to succeed Mr. J. A. Doremus, who has resigned. Mr. Doremus was head of the Aurora schools for 21 years and will continue to be adviser to the board of education as superintendent-emeritus. The board of education will pay him a salary of \$1,000 per year.



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A training school for school-building custodians of Nassau County, N. Y., sponsored by the Nassau County School Administrators' Association, has been established in the Hempstead High School, Hempstead, N. Y. The meetings will be held the third Saturday of each month, beginning with September, and extending through June 15, 1940.

Among the subjects covered in the program are heating systems, selection of fuel, air conditioning, care of boilers, operation of the heating plant, heat-control equipment, pumps, care and operation of swimming pool, and water heaters. The lectures and instructional program are under the direction of Mr. Leslie C. Helm, formerly director of the janitor training school at Minneapolis, Mr. K. P. Grabarkiewics, of Columbia University, and Dr. H. H. Linn, of Columbia University.

Certificates will be awarded at the close of the course to all members of the school who successfully complete the work.

NEW MOVIES IN LORAIN, OHIO

During the school year 1938-39 the high school at Lorain, Ohio, enjoyed the use of a 16-mm. sound projector, purchased with funds derived from movie receipts and other fund-raising devices. The high school now has two projectors which are available for the showing of films in classrooms during the day.

Under the direction of Mr. E. A. Monegan, who has charge of the scheduling of sound films, a large number of industrial films and Ohio travelogs have been shown after school hours in the auditorium. The films have proved attractive to capacity audiences and were instructive as well. No admission fee is charged.

Noon movies have proved popular with the students as proved by the attendance. It is noted that the attendance increased about 10,000 over the previous year. In 1936 the attendance was 210,000, and in 1939 it was 237,000.

Among the movie films shown last year were "Mother Carey's Chickens," "David Copperfield," and "Adventures of Tom Sawyer."

CORRELATE ENGLISH COURSES AT ANACORTES, WASHINGTON

In the spring of 1939, a committee of English teachers in the junior and senior high schools of Anacortes, Wash., undertook a study for better correlating the English courses offered in these schools, comprising grades seven to twelve. English courses in a number of school districts, including Seattle and Tacoma, were studied in an effort to incorporate the best material in the revised English program.

During the study, the tenth-grade English teacher found that certain English fundamentals, such as verbals, had not been offered in the junior high school. An eighth-grade teacher found that certain material had been duplicated.

The revision of the course has resulted in the elimination of complications and duplications and has produced a more complete and useful course.

• Mr. O. C. PFAFF has been elected president of the school board at Fort Dodge, Iowa.

• Mr. CHARLES A. GADD, who retired on August 29 as secretary and business manager of the school board at Detroit, Mich., had completed 28 years of service.

Mr. ALLAN O'BANNON has been elected president of the school board at Sedalia, Mo.



The Board of Education, Birmingham, Michigan. Seated, left to right: J. Mark Hardin, retiring president and new secretary; J. H. Rosso, treasurer; President Lee E. Joslyn, Jr., and E. W. Seaholm, new member. Standing, left to right: Louis M. Randall, business manager; Earl G. Potter; Superintendent Howard D. Crull.

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JASPER ADOPTS NEW RULES AND REGULATIONS

(Concluded from page 18)

from parents, teachers, and patrons. It delegates executive responsibility, and provides for the absence of the superintendent for visitations, professional meetings, etc.

In setting up the code careful distinctions have been made between policies and detailed administrative action. The latter are provided for in the Administrative Handbook developed by the superintendent and the teaching staff.

As expressed in the foreword, we feel that this Handbook of Rules and Regulations should prove helpful in carrying on the business of Jasper School District. It should clarify the working relationships of the board and the superintendent. It should help present and future board members and superintendents to understand the policies of the board of education. It should help staff members and other employees to understand the philosophy underlying the administration of the school system.

A copy of the rules is in the hands of each member of the board of education, of the teaching staff, and of other employees of the schools.

THE ELEMENTARY-SCHOOL PRINCIPAL'S LOAD

(Concluded from page 31)

have from 22 to 33 teachers and may be considered to be large enough to warrant

the employment of full-time principals for each school. The positions of clerk in these schools should be retained. Salaries of principals might well be decreased with the lightening of their loads, but the average salary should probably be not less than \$3,500. Even then, the cost will probably be slightly increased with the increase in the number of principals.

The ideal situation is, of course, that in which elementary schools are large enough (25 to 35 teachers) to warrant the employment of one principal for each school. However, when buildings are small, one principal can well be placed in charge of two or three schools. When buildings are constructed in newer sections of a city, the plot of land should be large enough to make possible the construction of additions as the sections develop. Until buildings have nearly 25 teachers, they should be grouped in twos or threes under one principal. Buildings having nearly 25 teachers, or more than 25 teachers, should have a full-time, nonteaching principal.

THE WORKING WAYS OF A COUNTY SCHOOL SYSTEM

(Concluded from page 27)

benches occupied other available spaces and appeared to serve many purposes; every square foot of floor space was in good use.

Pupils moved about without restraint, yet without confusion, going to dictionary,

to reference tables, to maps. There was an atmosphere of courtesy and good feeling. Pupils were anxious to demonstrate to us what they were doing. The older girl who met us proved to be the school librarian, and showed us in detail her system of records. The teacher, it developed, has had some work in library science, and this particular girl pupil already is concerned with the idea of becoming a librarian. One of the boys introduced himself as president of the manual-training club. He explained that many articles in evidence in the room had been made by the boys' club to meet the needs of the school; some tools had been donated, others being purchased with receipts of articles made and sold. Likewise a little girl presented herself as president of the home-economics club, interested in preparations for school lunches. The "school doctor" demonstrated his health records, and expounded the health rules of the school; the "school nurse" bustled about to give first aid when, during recess, a boy cut himself. These and other activities appeared, however, in no wise to interfere with attention to lessons. They were, rather, aids to schoolwork, as well as in themselves a training in school citizenship. It is a pleasure to report that at the end of the school year all of the eighth-grade pupils of the school passed the uniform state examination and are now, when the above is written, eligible to high-school entrance.

Interesting Free Booklet about EDUCATIONAL MOTION PICTURES



WRITE TODAY, using coupon, for your copy of "NEW HORIZONS." A new edition of this informative 32-page booklet is just off the press. It tells what motion pictures contribute to education, how your school can best apply this proved teaching tool, what types of films are available, and how to select and finance the most suitable equipment. Just mail coupon now, before you forget! No obligation whatsoever.



Get This New Sound Film Catalog

Also just off the press in a new, enlarged edition is the Filmosound Library Catalog. It lists and reviews more than 1700 16 mm. sound films edited for education and entertainment of children of all ages. Catalog is free to owners of 16 mm. sound projectors, 25c to others. A non-descriptive film list is free to everyone! Use coupon.

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THE PROBLEM OF THE HIGH-SCHOOL FRATERNITIES

(Concluded from page 51)

only a policy-determining body interested in general educational policies, but has the obligation of supervising the administration of our schools. Since the existence of fraternities is a sign of administrative failure, the whole problem is one of real concern to any wide-awake board of education. Most school boards have taken cognizance of the matter, usually through rules and resolutions opposed to the practice, but the enforcement of these rules has been lax. The general opposition of school boards to high-school fraternities has not been followed through with appropriate supervision and positive action. Formal reports submitted in the routine of high-school administration enable many principals to close their eyes to the problem and report, even upon inquiry, that "to their knowledge" fraternities do not exist in their schools; but to the knowledge of everyone else, they do exist. The principals of some high schools where this problem is particularly acute dodge the issue by ignoring it in this way, in order to avoid any undesirable reflection upon their administration. Consequently it devolves upon the school board to conduct investigations of schools known to be the breeding places for fraternities in order to discover the facts of the situation, determine causes, and compel the application of proper administrative remedies. By this sort of vigilance, the school boards can render a vital service.

ENROLLMENT GUIDANCE IN THE WINFIELD HIGH SCHOOL

(Concluded from page 56)

no opportunity to refer students to these, but in a school where such a service is organized, these could render most valuable service.

Guidance By All Concerned

Thus the enrollments come to the principal's office at the close of the year having been guided in some degree by home-room teacher, parent, teachers of blue-card subjects, heads of departments, as well as many others frequently. Having run this gauntlet the pupil should have pretty definite reasons for choosing the subjects he plans to take.

It should be pointed out here that this enrollment is made entirely independent of any prearranged schedule of classes. The philosophy of the school requires the schedule of classes be made to care for the program of the students, rather than the program of the students must fit into the schedule of classes.

Building the schedule of classes becomes the task of the clerical staff in the central office during the summertime. Before this is done, however, the enrollments of those pupils who have failed their subjects at the close of the year are checked and revised. The schedule of classes is then made, and the process of registration for the fall term becomes a mere formality of calling for a registration card shortly before school opens, which informs the pupil of hours and rooms where his respective classes meet. Opportunity is given for a change of schedule before school opens, however, should the cause appear justifiable. All changes made before school opens are made by the principal. This year, however, any changes made after school opens must carry the recommendation of the home-room teacher. While we try to confine all of these changes to the first week of school, we do find it necessary to make some changes all through the year.

A DATE BOOK AIDS THE ADMINISTRATOR

(Concluded from page 48)

6. Prepare feature article with photographs for local newspaper.

March

1. Inventory of books and supplies.
2. Request bids for commencement invitations.
3. Announcement for Easter vacation.
4. Approval of adoption of new textbooks for the coming year.
5. Prepare salary recommendations for board of education.
6. Prepare school calendar for coming year.
7. Submit bids on supplies to school board — award contracts.

April

1. Prepare final examination schedule.
2. Prepare news article on graduation.
3. Present tentative budget to board of education.
4. Advertise tentative budget.
5. Order engrossing work done on diplomas.
6. Complete curriculum adjustments and administrative changes for the coming year.
7. Submit curriculum adjustments and administrative changes to the board of education for approval.
8. Prepare feature article with photographs for local newspaper.

May

1. Complete plans for baccalaureate service and commencement.
2. Order commencement programs.
3. Distribute blanks to teachers for final reports.
4. Make selections for special school awards.
5. Sign diplomas.
6. Prepare special commencement bulletin for board of education.
7. Submit for approval report on administrative changes to the board of education.
8. Memorial Day recess.

June

1. Send out letters of appreciation to ministers and speakers taking part in commencement activities.
2. See that all final marks and reports are recorded on permanent records.
3. Notify parents whose children are not promoted.
4. Collect the following forms and materials at close of school: class record books and final marks, health reports, activity reports, textbook account, financial reports supervised by principals or teachers, courses of study in outline, attendance summaries, blanks from teachers containing their recommendations and suggestions for the coming year, librarian's report, and teacher reports on failure lists.
5. Close all school organization financial accounts and prepare books for auditors.
6. Prepare feature article with photographs for local newspaper.

EXPAND SCHOOL LUNCHES

An expansion of the Federal Surplus Commodities Corporation's school lunch program has been effected by the U. S. Department of Agriculture. It is expected that the new lunch program will serve fully 5,000,000 undernourished children by the end of the new school year. It will provide additional outlets for agricultural surpluses.

During each month of the past school year, 800,000 children in more than 14,000 schools in low-income areas received lunches made possible in whole or in part by the donation of surplus agricultural commodities. Schools in every state in the Union participated in the free lunch program.

The lunch program is carried out by the Federal Surplus Commodities Committee, in cooperation with the Work Projects Administration, and local educational, civic, and welfare agencies. The agricultural commodities are made available through state welfare agencies to supply all or part of the food used in serving free hot lunches to school children.

Bruce Leadership

In Industrial Arts

has been built up over a period of 25 years of continuous and conscientious service to the school shops of America. Here are some of the popular Bruce texts in the various industrial arts subjects.

Woodwork

BASIC WOODWORKING PROCESSES

Revised Edition

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Provides in great detail and in simple, direct language, descriptions of all the fundamental processes used by the woodworker. Profusely illustrated. **\$1.64**

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Developed on the unit-instruction-sheet plan, this basic course for the junior-high-school grades covers the entire range of woodworking. **\$1.48**

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A complete basic course for high schools and vocational schools. Contains all of the essential information on hand and machine tools, the processes involved in their use, etc. **\$1.76**

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The common types of woodworking machines used in workshops, schools, and commercial shops, together with the operations commonly performed by them, are described and illustrated in detail. **\$1.50**

Mechanical Drawing

ARCHITECTURAL DRAWING FOR HIGH SCHOOLS

Harvey W. Waffle

A NEW comprehensive text, intended for one or two years of architectural drawing, giving an abundance of information relative to buildings and the building trades. **\$2.75**

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A flexible and substantial mechanical drawing course planned specifically to meet the needs of boys of junior-high-school age levels and to provide material of vocational adjustment value. Definite provisions for individual differences. **\$1.48**

Metalwork

METALWORK ESSENTIALS

F. E. Tustison and R. F. Kranzusch

A general introduction to metalwork providing a course especially planned for the junior high school and equivalent grades. Contains an abundance of related information. **\$1.50**

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Revised Edition

Louis M. Roehl

A completely revised new edition of this most popular book giving an up-to-date treatment of all operations commonly performed on the farm. Profusely illustrated. **\$2.80**

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For use in vocational and industrial schools by boys who have not studied electricity before and whose mathematical training has not gone beyond arithmetic. **\$1.96**

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Information on how to select, operate, and repair automobiles intelligently. **\$1.92**

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Ray F. Kuns

Completely revised and enlarged, these two volumes represent the most comprehensive and the most modern automotive material available.

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THE BRUCE PUBLISHING COMPANY

810 Montgomery Bldg., Milwaukee, Wis.

After The Meeting

A Doubt Relieved

John H. Finley tells the story of a dull boy who, after writing the Regents' examination, lingered over his paper. When asked the trouble he said he did not know whether he could conscientiously sign the required statement to the effect that he had neither received nor given help. The teacher asked why, and the pupil said that he had prayed to the Lord to help him in the examination, and that he did not know whether He had done so or not.

The teacher looked over the paper and said, "I think you can conscientiously sign it."

Their Story

Country teacher, enrolling two brothers. To the first: "Your name and date of birth?"—"John Brown, born 12th June, 1924."

To second brother: "And yours?"—"James Brown, born 12th June, 1924."

Teacher: "Are you twins?"

Brothers (in unison): "No, miss, we're not."

Teacher (bewildered): "Then what are you?"

The brothers: "Please, miss, we're all that's left of triplets."—Montreal Star.

Variation

The absent-minded professor and his wife left their apartment to attend a lecture. While the wife pressed the elevator button, the professor felt the top of his head.

"Wait a minute, dear," he exclaimed. "I forgot my hat."

He went back to his apartment and was gone for several minutes. When he finally rejoined his wife at the elevator, he was still without his hat.

His wife eyed her husband's bare head.

"Where's your hat?" she asked.

The professor's eyes widened.

"My goodness!" he cried. "Did I forget that, too?"—New York American.

How Come?

Two and two can often make five, especially in headlines, but some of my readers may not have seen this apparently satisfactory proof that $1 = 2$.

Let $a = b = 1$.

Then $a^2 = ab$.

$\therefore a^2 - b^2 = ab - b^2$.

$\therefore (a + b)(a - b) = b(a - b)$.

$\therefore a + b = b$.

i.e., $1 + 1 = 1$.



School Opens with a New Problem
—New York World.

School Buyers' News

DeVry Films for Schools

The DeVry Corporation, 1111 Armitage Ave., Chicago, Ill., has announced a 64-page booklet listing more than 1,400 free films for school purposes. The films are classified and are available for school projects. The booklet sells for 50 cents.

Announce New Type of Sound Deadening

The Wood Conversion Company, manufacturers of Balsam-Wool and Nu-Wood, have announced a new type of sound deadening for standard methods of wood-joist construction.

The new system, called the Balsam-Wool Sound Insulation System, is easy to apply, economical, and efficient. The Balsam-Wool is placed over the area to be insulated, which acts as a stop or absorption agent against noise that would ordinarily pass through a wall, floor, or ceiling. Special clips are fastened at intervals of 24 inches on the underside of sleepers at right angles. Two nails hold the spring steel clip to the sleeper, and the other two fasten the sleeper to the floor, wall, or ceiling. The interior finish is nailed to the top of the sleeper.

The system is well adapted for use in small school buildings. It does not require expert mechanics and can be installed quickly. Complete information will be furnished upon request to the Wood Conversion Co., St. Paul, Minn.

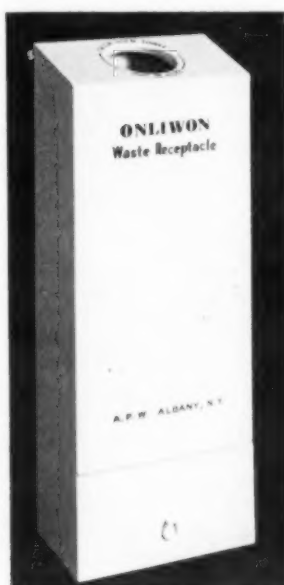
Release Television Radio Films

The RCA Manufacturing Company, Camden, N. J., has announced the release of two films "Air Waves" and "Television" for school use in the United States.

"Air Waves" tells the history of radio broadcasting and "Television" the story of the development and present perfection of television broadcasting. The films are intended for use in general-science and social-science courses and are available in 16-mm. and 35-mm. sizes.

New Waste Receptacle

The A.P.W. Paper Company, Albany, N. Y., has announced the marketing of a new waste receptacle particularly planned for used paper towels and other school paper waste.



Onliwon Waste Receptacle

The receptacle measures 30 in. high, 11½ in. wide, 5½ in. deep, and may be had in white enamel finish. Tested under typical school conditions, the receptacle has been found to improve the neatness of washrooms and to reduce the towel waste.

Colgate Scientific Control Laboratory

Considerable attention has been given to "performance specifications" in the selection and purchase of school equipment and supplies. Ultimate economy in actually carrying on school-building maintenance operations is more important than price as an element of choice, and research is largely depended upon to determine the true relations between price, immediate cost, and utility.



General view of the Colgate-Palmolive-Peet \$50,000 laboratory operated to maintain uniformity of quality for soaps furnished to schools, hospitals, and other institutions.

In connection with the purchase of soaps and detergents for school use, school authorities will be interested in a new scientific control laboratory, established by the Colgate-Palmolive-Peet Company at Jersey City, N. J.



Chemist determining the fatty materials in soap products as a means of calculating the percentage of pure soap present.

Operating as a unit, the new control unit is equipped for every conceivable test, especially designed for the perfection of soaps for varied use in schools and public institutions. This includes the testing of raw materials, chemicals, soaps, detergents, and packages.

The laboratory which is in charge of a staff of experienced chemists, makes use of every recent advance in scientific control to insure accuracy and uniformity in each manufacturing step. Three critical points in soap manufacture—testing of materials, control of each stage of manufacture, and inspection of packaging—make its operation an important link in the making of Colgate products. A valuable aspect of the work is the consideration of the soaps and detergents for the purposes which consumers have in mind—to do the actual cleaning under institutional and school conditions. The laboratory is in a very real sense a contribution to cleanliness in American education—cleanliness of the washing of hands, in bathing, in the maintenance of sanitary school-houses.

ACME VISIBLE RECORDS BUYS SUPER-VISIBLE

Acme Visible Records, Inc., of Chicago, has purchased the Super-Visible Card Record System Division of General Fireproofing Company, Youngstown, Ohio. Super-Visible was introduced about a year ago after five years of intensive research and development. Due to unique construction features it has already proven itself highly advantageous for many large-volume record users.

With over 25 years of successful service in this field, Acme is now offering this new Super-Visible card record system through its organization of visible record specialists, in addition to its regular lines.

Among the unusual features of Super-Visible is the fact that it is housed in letter-type-file cabinets which have drawer fronts which swing forward, thus increasing the visibility of each card panel. The cards are held on removable panels which are placed in file drawers in much the same manner as letter folders. This results in extremely compact records, some thousands being held in a single filing unit. The removal and replacing of cards singly, or in groups, can be done quickly due to ingenious devices for handling. The low cost per card is of great interest to school record users.

NEW INDUSTRIAL-ARTS BUILDING IN LORAIN, OHIO

The board of education at Lorain, Ohio, has recently completed the erection of a new industrial-arts building, at a cost of \$150,000, including the equipment. The building was financed with a federal grant of 45 per cent, or \$67,500, and the school district furnished 55 per cent, or \$82,500.

The educational planning of the building was in charge of a committee comprising the business manager, the high-school principal, the supervisor of industrial arts, the boys' guidance adviser, and the superintendent of schools, Mr.

Pau' C. Bunn. A careful preliminary study was made of some of the most modern vocational high-school buildings in the country, including some in Toledo, Cleveland, and Canton.

The first floor of the structure contains space for the general shops, the auto-mechanics, electrical, machine, woodworking, and maintenance shops, and the boys' locker and toilet rooms.

On the second floor are located a drafting room, blueprint and photography rooms, band and orchestra rooms, a choral room, storage rooms, two practice rooms, two rooms for home-making, a commercial-art room, girls' toilets, and an office.

The building which was completed during the past summer, was occupied at the opening of the fall term in September.

RULES FOR BUS DRIVERS

The school board of Prentice, Wis., has re-employed the regular bus drivers, and has signed conditional contracts carrying certain restrictions. The provisions demanded by the board and appearing on the contracts are as follows:

Bus drivers are not allowed to drive the buses up and down the roads for other than school purposes only.

Bus drivers are forbidden to frequent taverns or to drink intoxicating liquors while executing duties for the district, especially on school activities.

Fast driving is absolutely prohibited at all times in order to stop the complaints the board has received during the past term.

Buses must be kept clean throughout the term.

No payment shall be made during vacations.

Failure to comply with these rules shall be deemed sufficient cause for immediate termination of this contract.

The board has voted to employ a relief driver, to substitute on any route in the absence of the regular driver. The remuneration will be the same as the driver for whom he substitutes.

SCHOOL BUILDING NEWS

♦ The board of education at Ashland, Wis., has voted to pay janitors on a twice-a-month basis.

♦ Corpus Christi, Tex. Construction work has been started on the Robert Driscoll Junior High School building, to cost \$96,259.



The Junior Red Cross, which is making its annual campaign for membership, reached more than 9,000 boys and girls during the year 1938-1939. It aided in health education, international correspondence, peace and understanding among nations.

♦ Galveston, Tex. Contracts have been let for construction of four of the six proposed units of the Dickinson School, to cost \$150,000.

♦ Richmond, Ind. The school board has received a gift of \$25,000 from Charles McGuire, a local manufacturer, to be added to another gift of \$50,000 for a fine-arts building to be erected for the new senior high school.

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Dining in the sky

Dishes washed with WYANDOTTE



• TWA Skysleeper, example of modern luxury flying, cruises at 185 m.p.h., carries twenty-one passengers, provides them with every convenience, uses Wyandotte cleaning products exclusively.



• Behind the scenes at TWA Commissary. All the items shown will be used in serving one meal in the sky. All items have been washed and sterilized with one of these four Wyandotte products . . . Wyandotte Keego, Wyandotte Cherokee, Wyandotte Detergent, Wyandotte Steri-Chlor.

• On TWA Skysleepers, hot, delicious meals, attractively served, are complimentary aloft. All TWA silverware, glassware and china is kept safe, smart and sparkling with Wyandotte cleaning products.



(Lionel C. King, Supervisor, TWA Food and Commissary Department)

• Of Wyandotte products, Mr. King says: "Since all our equipment is specially made, we must use only such cleaning and sterilizing agents as are harmless. We are pleased to recommend the Wyandotte products, and we thank you for your help in solving our cleaning problems."

• TWA had an important and unusual cleaning problem which Wyandotte is proud to have been able to help solve successfully. Whenever it is a question of obtaining safe, thorough cleaning at low cost, it pays to get in touch with your Wyandotte Service Representative.



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